

# **ENGLISH READER—II**

*A Textbook for the Core Course*

**CLASS XI**



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# ENGLISH READER—II

*A Textbook for the Core Course*

CLASS XI

*Department of Materials Production  
Central Institute of English and Foreign Languages  
Hyderabad*



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
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## Foreword

THE essential element of the 10+2+3 system of education lies not in its structure but in the new purpose and the approach of relating education to national development. For this, reframing of the curricula in different areas of studies was undertaken. In 1975, a national consensus on the curriculum framework was evolved. On the basis of this framework, syllabuses have been developed in various subjects for all stages of school education. Two syllabuses in English—one Core, the other Elective—have been prepared for the higher secondary school (Classes XI and XII). The Core syllabus is designed to meet the linguistic needs of both the vocational as well as academic streams. The syllabus assumes that the learner has undergone a five- or six-year English course at the secondary school based on a syllabus of 2000 to 2500 words and about 200 structural items. For the Core programme there are two books for Class XI. The present book "English Reader II—A Textbook for Core Course", primarily aims at developing reading skills which would equip the learner by the end of the higher secondary school to use English effectively as a library language. The book shows an awareness of recent developments in linguistics, pedagogy and the pressing need to make reading an exciting adventure. While developing the syllabuses and books a genuine effort has been made to relate the discipline to the growing needs and aspirations of the modern egalitarian society.

I gratefully acknowledge our indebtedness to Prof. M. L. Tickoo and his colleagues of the Department of Materials Production, Central Institute of English and Foreign Languages, Hyderabad, for preparing this book. I am particularly thankful to Prof. Ramesh Mohan, Director of the CIEFL, Hyderabad, for his extremely valuable help in getting this book prepared.

It is hoped that this book would meet the linguistic needs for Class XI students. We would sincerely welcome the comments

and suggestions of students and teachers in the light of which we would like to improve the next edition of the book.

**SHIB K. MITRA**

*Director*

New Delhi

26 October 1977

*National Council of  
Educational Research and Training*

# Preface

ENGLISH READER for Semester 2, Class XI, is the second book in a series based on the syllabus in English for Classes XI and XII (Language—Section A—Core) brought out by the NCERT.

The approach to the selection and pedagogic exploitation of passages for this book is essentially no different from that for Book I. And the notes provided for the teacher in the Preface to that book should serve here as well. What follows is a brief account of the features which make this book different from its predecessor.

The comprehension questions are in some ways different from those in Book I. Most of the questions are objective. This should save class time and facilitate greater learner participation : in large classes the answers can be written by everybody. We have reduced the number of 'yes/no' questions because they often lead to guess work, which is of limited value as feedback for the teacher. As in the first book, the questions are generally comprehensive enough to cover both global and local comprehension; they also encourage the learner's search for deeper meanings at appropriate places. The language of questions has been made simple and the length of expected answers has often been indicated.

A new feature of this book is the set of exercises on paragraph-writing. The features that characterise well-written paragraphs are described and the learner is provided with practical tasks related to paragraph construction. A lot of practice material is supplied, most of it based on illustrations drawn from good writing.

There is an exercise on 'usage' in almost every lesson. This too is based on informed opinion and teacher experience on what constitutes the major problems. The approach employed is mainly inductive—from examples to explanations to practice.

Exercises on spelling alternate with those on punctuation, in succeeding lessons. In both we have been guided by our own

understanding of what is needed at this stage. In addition to revision exercises on the rules that govern current usage, there are practice exercises for each major problem area.

It is hoped that the exercises on paragraph construction, usage, spelling, and punctuation will give the student a good start in the skills of composition; to ensure the best results, however, the teacher should supplement them, where necessary, according to the needs of his class.

The 'speech' exercises aim at teaching the use of stress. Beginning with an exercise on syllable division, they concentrate on word stress. A few rules for stress placement are supplied too. An exercise in the last lesson seeks to lead up to sentence stress. A lot of additional work, with the help of a good dictionary, will, however, be needed to ensure that these have their full impact.

This book is a result of team work in which every member of the department, participated. Some of us, however, contributed much more than others to one or another part of the book. Shri P. T. George and Shri Matthukutty Monipally worked mainly on the comprehension questions, Shri V. Sasikumar and Km. Rama Devi on paragraph construction, Km. Vineeta Gadkari on spelling and punctuation, and Km. Jean D'souze on the glossary usage and speech work. They have done a good job in a short time and our thanks are due to all of them.

M. L. TICKOO  
*Professor and Head*  
*Department of Materials Production*  
*CIEFL, Hyderabad*

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# 1. No Time for Fear

PHILIP YANCEY

- 1 THE two young Canadians huddled close to the rusty steel heater. Malcolm Aspeslet, 19, and Barb Beck, 18, were on their longest date yet—a hike to Balu Pass, 2,050 metres up in British Columbia's Glacier National Park. Yesterday, the climb had seemed a pleasantly uncomplicated way to celebrate a day off from their hot, noisy kitchen work in the park lodge. The hike had gone smoothly until they reached the top. But there they had been unexpectedly caught in a freak snow flurry and forced to spend the night in one of the park's alpine cabins.
- 2 Now, next morning, the two sat on the floor, talking and laughing. They had met two months before, and had spent many hours together. Both loved the mountains enough to spend their holidays doing kitchen work just to be near the Canadian peaks. It was the first day of October 1971, and the summer season had just ended. There were no unshuttered windows in the cabin, so periodically Malcolm would open the door and check weather conditions. About mid-morning the snow stopped, and the young couple began their descent hike. Barb, wearing smoothsoled, knee-high fashion boots, kept slipping and falling on the ice.
- 3 The five-kilometre trail, marked with frequent zigzags, followed a creek bed down the mountain. It took the couple only an hour to reach the half-way point. They stopped to

rest for a minute, leaning against a bank of piled-up snow. The sun, out now, had warmed them, and both were wearing only sweaters, their coats tied around their waists. A near-by waterfall gurgled with newly melted snow ; they dipped their hands in the cold water and playfully splashed each other. Then they started off again, Malcolm in the lead.

4      **HIDDEN DANGER.** A hundred metres further along the trail, Malcolm stopped short. Two bear cubs were playing in the creek gully, about 20 metres to their right. The day before, they had seen a mother grizzly and two cubs. They had shouted and waved and watched through binoculars as the mother reared up and roared at them. That had been more funny than frightening, with a safe kilometre and a half of distance separating them. But now a mother bear—perhaps the same grizzly—could be just over the ridge, obscured by the bushes.

5      Malcolm stood stiffly, trying to decide what to do. Perhaps they could slip by quietly. But as he lifted his boot for the first step, the mother bear suddenly came charging over the ridge with a half-growl, half-scream of rage. Barb saw immediately that it was a grizzly—the silvertip fur glistened in the sunlight, and there was the characteristic hump on its back. How can something that huge move so fast ? She thought, then felt herself being flung into a snowbank by Malcolm.

6      Malcolm saw the charging grizzly's open mouth. The bear was drooling flecks of foam and making short grunting sounds. A second before the bear was on him, he ducked. But one swat of the grizzly's paw knocked him senseless.

7      For a moment he went blank. When he raised his head he saw that he'd been thrown three metres. The grizzly had found Barb. The girl was face-down and motionless in the snow and the giant beast was standing on her leg, gnawing near the back of her neck. Malcolm did not hesitate—there was no time for fear. Instinctively he grabbed a hunting knife from his belt and ran towards the bear, shouting. The mother bear stood well over two metres and probably outweighed him by 250 kilos. When he leaped on her back, she didn't even quiver.

8 Malcolm could hear the gnawing sound of teeth against bone. Crazed with anger and desperation, he plunged the knife clear to the handle into the grizzly's neck fur. He pulled himself higher on the thick hump back and slashed at her neck. Warm blood spurted. The grizzly let out a deafening roar and snapped her head backwards. That quick head motion sent Malcolm's knife flying and broke his wrist.

9 BEAR HUG. Now the snarling grizzly turned towards Malcolm. She grabbed him with both paws and squeezed him against her chest. The smell of blood and bear nauseated him. The grizzly swatted at him with her huge claws. The first blow took off his hair in one piece like a wig, most of his scalp going with it. Then he was rolling over, clutched by the bear. The dizzying motions stopped when they reached the gully bottom. The bear raked his face repeatedly. As she bent to rip into his neck and shoulder with her teeth, Malcolm freely jabbed with his fist at her sensitive nose. His Jabs had no effect.

10 Malcolm closed his eyes. It's all over, he thought, and stopped struggling. Incredibly, almost as soon as he stopped moving, the grizzly let go. She swatted him once more, then scraped dirt and twigs over him and lumbered away.

11 At first Malcolm wasn't sure he was even alive. He was lying half in and half out of the creek. He felt no pain except a throbbing in his wrist. Slowly he wriggled out of the creek and called weakly, "Barb, are you okay?"

12 Barb, afraid the grizzly was still around, didn't answer. She crawled to the edge of the gully and saw a bloody clump of hair. Then she saw Malcolm, half-buried. His face had been split with a wicked slash, and the right side of it was peeled back to reveal muscle and sinew—and a nearly severed eye. She shouted, "Malcolm, hold on—I'm going for help." Tossing her coat to him, she started running towards the lodge.

13 Malcolm lay still for a while, trying to take stock of his injuries. His wrist wouldn't move and must be broken. One knee-cap had been torn off, and he couldn't feel any front teeth

with his tongue. He could partially see out of one eye, but was afraid to turn his head because he saw loose facial skin hanging down. He felt no revulsion, just an aching hope that it hadn't happened, that it was all a nightmare.

14 Spotting his haversack up towards the trail, he determined to reach it and use it as a bandage. Tediously, he dragged himself up backwards. His one good eye kept sticking shut, and periodically he'd have to stop and open it with his good hand. Finally, he reached the haversack and lay back, physically drained from the exertion. He prayed, and wondered whether he would live, and what he'd look like if he did.

15 LONG ROAD BACK Meanwhile, Barb, her arm slashed and her hair flecked with blood, had run along the winding trail to the lodge. Staggering into the lobby, she cried, "A grizzly got Malcolm! He can't walk! Help!" And then she burst into sobs. People appeared from nowhere—wardens, fellow workers, lodge guests.

16 The first that Malcolm heard of his rescuers was the static of a walkie-talkie. He had sat propped against a stump for an hour and a half, and was still conscious. Warden Gordy Peyton, Malcolm's good friend, ran to him. "Well, pal," he said, "I always end up looking after you. How you doing man?"

17 "I'm okay, but kind of hungry," Malcolm replied gamely. "Guess I really did it this time. Gordy. I think my wrist is broken." Gordy sucked in his breath. He saw a bloodless white hand. The bear's swipe had cleanly lifted off the scalp and blood vessels, exposing a layer of tissue next to the skull.

18 Ned Clough, a first-aid attendant, wrapped Malcolm's face and the chewed gashes on his legs in gauze, then strapped him in a stretcher. They radioed for a rescue helicopter to pick him up at a clearing down the trail and take him to Queen Victoria Hospital in Revelstoke.

19 Surgery began with a seven-hour emergency operation. The surgeon put in more than 1,000 stitches. "Restoring

Malcolm's face was like putting a jigsaw puzzle together," one attending doctor later said.

20 Malcolm was then moved to a hospital in his hometown, Edmonton. He remembers little of the first weeks. He was under heavy sedation, and his mind wandered endlessly, drifting between dreams and semi-consciousness. He underwent 41 skin-graft operations.

21 In time, life began to look up. Doctors assured Malcolm that he would soon look fine, after the grafts were finished and the rolls of gauze came off. But one day close to Christmas, when the nurse was changing his bandages and was called away momentarily, Malcolm edged over to the bathroom mirror for the first look at himself. It almost made him sick. The doctors had tried to repair the damage by constructing a nose from arm muscle and by grafting skin from his leg across his face. He had no hair, and thick scars criss-crossed one side of his face. The skin was still puffy and an ugly shiny-red.

22 That one incident started a rejection period lasting weeks. Malcolm refused to see his parents or friends, hating the world and himself. He couldn't bear the thought of people's stares. He ignored the growing stack of letters from Barb. How could anyone love a freak?

23 But Barb wouldn't give up. She wrote to Malcolm faithfully—five to seven letters a week—even though he never responded. Malcolm's friends who knew Barb wrote to her about his self-pity. "He simply can't believe you care about him, looking the way he does," they told her.

24 One day, shortly after his Christmas-time despondency, Barb surprised Malcolm by walking into his hospital room after a journey of 1,250 kilometres. The two spent long hours together, talking across the barriers of bandages. Malcolm was stubbornly aloof. But her presence forced him to reminisce about the good times he had shared with her. Perhaps she does love me, he thought. After all, I'm the same person she said she loved last summer.

25      Whatever doubts Malcolm had were dispelled in January, when he received a marriage proposal in the mail. "It's a leap year," Barb explained demurely.

26      Her persistence began to pay off. Though Malcolm would not answer her proposal, he did promise to visit her. In February 1972, five months after the accident, an unsteady, slim figure with a badly scarred face and one arm in a cast stepped off a train at Fort Langley, near Vancouver. Malcolm was promptly smothered by a delighted Barb.

27      And a few days later she had her answer. Malcolm drove her to the town of Langley and stopped at a jewellery store so they could choose an engagement ring. Barb, smiling and crying simultaneously, was overwhelmed. On July 21, 1973, they were married.

28      Meanwhile, Malcolm discovered that word of his exploit had spread all across Canada. (To his surprise: it had never occurred to him that he could have run and left Barb with the grizzly, and he had never seen his actions as heroic.) The Royal Humane Society, London, awarded him the Stanhope Gold Medal for performing the bravest deed reported that year in the entire Commonwealth; he received the Gold Medal for bravery from the Royal Canadian Humane Association, and the Carnegie Medal for heroism from the Carnegie Hero Fund Commission.

29      Today, Malcolm and Barb live near Vancouver. He works in a restaurant and she has an office job. Except for scars and harrowing memories, they seem little different from any of Vancouver's other young couples. Malcolm's twisted facial features are improved by surgery each year (doctors restored his eye, but he still has difficulty using it), and he recently received a grant from the British Columbia Department of Health for his first permanently attached hairpiece.

Sometimes people ask Barb if she married Malcolm out of a sense of obligation. She says, "I loved Malcolm before the accident and I always will love him. Handicaps should be accepted in life. Scars don't change the person."

## NOTES AND MEANINGS

|                               |   |
|-------------------------------|---|
| huddle                        | : crowd together; (here) sit close together   |
| freak                         | : (her <sup>n</sup> ) uncommon; out of season   |
| snow flurry                   | : a short, sudden fall of snow  |
| alpine                        | : adj., of the Alps (mountains)   |
| gully                         | : a narrow channel formed by rainwater  |
| grizzly                       | : a large, fierce grey bear found in North America  |
| ridge                         | : a long, narrow stretch of high land along the tops of hills   |
| was drooling flecks of foam   | : small particles of saliva were falling from her mouth   |
| swat                          | : slap  |
| gnawing                       | : biting steadily (at something)  |
| nauseated him                 | : made him feel sick  |
| raked                         | : (here) dug at with her claws  |
| jabbed at                     | : struck at with quick blows  |
| sinew                         | : a strong cord (tendon) joining a muscle to a bone   |
| haversack                     | : a canvas bag used for carrying food, clothes, etc.  |
| lobby                         | : entrance hall   |
| the static of a walkie-talkie | : a walkie-talkie is a portable radio set which can be used to send out messages as well as to receive messages. Sometimes when we switch on a radio we hear a crackling sound caused by disturbances in the atmosphere. This crackling sound is called 'static'. |
| gamely                        | : bravely   |
| swipe                         | : hard blow   |

|                           |   |
|---------------------------|---|
| <b>gauze</b>              | : thin net-like material used for bandages etc.   |
| <b>sedation</b>           | : a deep sleep caused by certain drugs which calm the nerves  |
| <b>skin-graft</b>         | : a surgical process by which skin from one part of the body is transferred to another part which has been damaged  |
| <b>edged</b>              | : moved slowly  |
| <b>despondency</b>        | : sadness; melancholy   |
| <b>reminisce</b>          | : recall; remember  |
| <b>"It's a leap year"</b> | : refers to an old custom. In a leap year a woman could propose to a man and he had to accept her unless he was already engaged. Normally it is the man who proposes to a woman |
| <b>demurely</b>           | quietly and seriously   |
| <b>smothered</b>          | : (here) hugged tight   |
| <b>exploit</b>            | : a bold or adventurous act   |
| <b>harrowing</b>          | : distressing   |

## UNDERSTANDING THE TEXT

### Section I (paragraphs 1-3)

1. The opening sentence says that Malcolm and Barb were sitting together somewhere. Where was it? (Answer in one phrase. Pick out two sentences from which you can get the answer.)
2. When did the events mentioned in sentences 3 to 5 take place? Choose the correct answer:
  - (i) When Malcolm and Barb were sitting near the heater.

- (ii) at a later time.
- (iii) at an earlier time.

(The tense of some verbs in these sentences gives you a clue.  
What tense is it?)

3. What do paragraphs 1-3 tell us about? Choose the best answer.

- (i) Malcolm and Barb's love for each other and their visit to Balu Pass.
- (ii) Their holiday in Balu Pass, a hike up a mountain, a snowfall, and the hike down.
- (iii) Their stay in the Park Lodge doing kitchen work, and climbing several mountains.
- (iv) Their visit to a creek on a mountain.

4. On the basis of this Section say whether the following statements are true or false; or say 'Likely, but we cannot be sure'. (Pick out sentences from the text to support your answer.)

- (i) Malcolm and Barb enjoyed the climb up the mountain and they were happy together.
- (ii) The snow spoiled the climb down and they were not happy.
- (iii) They were in love with each other.
- (iv) They had been friends for a long time.

## Section II (paragraphs 4-10)

5. On their way down, they saw something that made them anxious. What was it?

6. Para 4, sentence 4, tells of their looking at a mother bear and two cubs and shouting and waving. When did this happen—on their way down, earlier or later? (Pick out one or more verb forms which support your answer.)

7. Given below are eight events described in paragraphs 5-10. Match each paragraph with one or more of the events.

| <i>Para</i> | <i>Events</i> | <i>Para</i> | <i>Events</i> |
|-------------|---------------|-------------|---------------|
| 5           | (i)           | 8           | —             |
| 6           | —             | 9           | —             |
| 7           | —             | 10          | —             |

*Events:*

- (i) Barb sees the mother bear come charging
- (ii) The bear attacks Barb; and Malcolm leaps on its back.
- (iii) The bear attacks Malcolm and knocks him down senseless.
- (iv) The bear throws Malcolm down and breaks his wrist.
- (v) Malcolm stabs the bear on the neck
- (vi) The bear lets go and walks away
- (vii) Malcolm gives up and lies still.
- (viii) Malcolm and the bear roll down together.

8 One of the events in the above list was unexpected—and it is difficult to explain. Say which. *For discussion:* What do you think is the explanation?

### Section III (paragraphs 11-20)

9 Which paragraph or paragraphs tell you about the following events?

- (i) Lying still, Malcolm takes stock of (considers) his injuries. Then he drags himself up to get his haversack.
- (ii) Malcolm and Barb crawl out and find each other.
- (iii) Barb runs to get help
- (iv) Barb finds helpers.
- (v) The rescuers find Malcolm and remove him to hospital.
- (vi) Malcolm is operated on

10. Comment on the statements given below. You may choose one

of these comments: 'True', 'False', 'We cannot be sure', 'Likely, but we are not sure'. Pick out one or more sentences from the text in support of your answer.

- (i) Malcolm and Barb liked working in the kitchen of the park lodge
- (ii) Barb rushed to Malcolm's help when the grizzly bear knocked him unconscious.
- (iii) In course of time Malcolm became resigned to his twisted facial features
- (iv) Malcolm and Barb were married after having been engaged for five months.
- (v) Barb married Malcolm because she held herself responsible for his accident.
- (vi) Malcolm was a very modest young man.

### USAGE 1

*Set 1:* (A) The first Malcolm heard of his rescuers was the static of a walkie-talkie. (B) He had sat propped against a stump for an hour and a half ...

Now let us rewrite these sentences:

*Set 2:* The first Malcolm heard of his rescuers was the static of a walkie-talkie. He sat propped against a stump for an hour and a half.

Notice how the meaning changes in the second set of sentences. Both the actions, we know, took place in the past, but the second action (in the rewritten sentences) could have happened after Malcolm heard about his rescue from the static of the walkie-talkie. But that is not the meaning the writer wants to convey. He wants to tell us that: Malcolm sat propped against the stump for an hour and a half and at the end of it he heard the walkie-talkie.

So the use of the Past Tense is not enough to convey the exact meaning. He makes use of 'had sat propped' (Past Perfect) to show us the sequence of events which happened in the past.

Remember this:

We often need to show the correct relationship between two actions in the past without referring to dates or time. This is how

it is done:

1. The main verb which refers to the action which is closest to us takes the Simple Past form (The first Malcolm heard of his rescuers was . )
2. The main verb which refers to the action which is further away from us in the past takes the Past Perfect form (i.e., had+past participle of the verb; 'had sat propped')

[Notice that though the sentence (B) comes after, the action it describes happened before that of sentence (A) ]

#### *Exercise*

Given below are some sentences from the story, arranged in the order in which they occur.

1. The snow stopped about mid-morning.
2. Malcolm and Barb began their descent hike.
3. It took only an hour for them to reach the half-way point.
4. They stopped to rest for a minute.
5. She recognized the bear to be a grizzly.
6. Barb was flung into a snow bank by Malcolm.

Now join 1 and 2, 3 and 4, 5 and 6, putting one sentence in each pair into the Past Perfect tense.

e.g. 7. The grizzly struck Barb.

8. Malcolm regained consciousness and looked at the grizzly.

Malcolm regained consciousness and looked at the grizzly.  
The grizzly had struck Barb.

#### **PUNCTUATION 1**

Given below are some exercises in the use of punctuation marks and capital letters. Here are some simple rules that will help

you in punctuation and capitalisation.

1. *Capital letters* are used for beginning the first word of every new sentence ; all proper names ; the first word in the salutation of a letter (e.g. Dear Jyoti); the ending of a letter (e.g. Sincerely yours,); a quotation (e.g. "In this house", he said ...).
2. *Full-stops* are used at the end of statements ; after the abbreviated form of each word in abbreviations (e.g. B.A., B.Sc.).
3. *Question-marks* come at the end of questions. (e.g. Who is she ?)
4. *Exclamation-marks* are used at the end of sentences showing strong feeling, e.g. anger, fear, etc. (e.g. "Help !").
5. *Commas* are used between words, dates or phrases that form single similar units (e.g. "You could, you can, and you will, do it !"); before words that go into quotation-marks (e.g. Meera said, "I like it."). When a quotation is split in two and a clause like *said Meera* is inserted in between commas are used before and after the clause (e.g. "I like it", said Meera, "because...").
6. *Quotation-marks* are used to quote the actual words of a speaker (e.g. Ravi said, "He is a thief !"). Quotation-marks always come *after* the comma that *separates* the quote from what has gone before, and *after* the full-stop, exclamation-mark or question-mark that *ends* the quote
7. An *apostrophe* is used when two words are joined to make a shortened form of the words, and in doing this some letters are omitted (e.g. *can't* for *can not*) ; to show possession (e.g. a donkey's bray).

Keeping these rules in mind put in capital letters and punctuation-marks in the following story.

#### LIFE HANGS BY A THREAD

two sisters elia and maija lived in finland in a little wooden cottage surrounded by a garden they were very fond of growing

brightly-coloured roses—perhaps because it is so often dark and cold in Finland and they needed cheering up

one day when the sisters were digging in the rose-bed they found a mole kill it cried Maija why it does no harm said Elia and she persuaded Maija to let it go

a few days later as the sisters were preparing supper in the kitchen a tiny man in a velvet coat stepped out from behind the big tiled stove I have come to invite you to the christening of my baby he said the girls accepted gladly and followed him behind the tiled stove through a small hole in the wooden floor down a tunnel and into a strange world of tiny people

after the ceremony everyone gathered round a table loaded with delicious fish-cakes poppy-seed biscuits and fruit cakes suddenly Maija screamed she had just noticed that she was sitting under a huge stone which was held above her head by a thin silk thread there is nothing to fear said the baby's father the stone will not fall the thread is strong I only wanted to teach you a lesson I am the mole you wanted to kill the other day now you know what it feels like when your life hangs by a thread

How many punctuation-marks did you put in? How many words began with capitals? Check. (Capitals—27; full stops—17; commas—20; question-marks—1; exclamation-marks—1; quotation-marks—5.)

## SPEECH 1

### Syllables

Words are made up of syllables. A syllable is a word, or part of a word, containing just one vowel sound. Therefore, words have as many syllables as they have vowel sounds. For example, the word 'fight' has only one vowel and is therefore a word made up of one syllable. I, you, boy are one-syllable words.

Most words, however, are made up of more than one syllable. For example : 'sitting', 'household', 'horizon'. You can divide these words like this :

|               |               |               |
|---------------|---------------|---------------|
| sit.ting      | house.hold    | ho.rizon      |
| (2 syllables) | (2 syllables) | (3 syllables) |

Say each word to yourself and count the number of vowels you say. The number of vowels you say may not always be the same as the number of vowel letters you use to spell the word. For example, we write the word 'household' with four vowels—o, u, e, o, but we say it with only two—au and o. Therefore the word has only two syllables. This is not as difficult as it sounds. Say the word before you break it up into syllables and you will see how easy it is.

*Exercise*

- 1 Write down ten one-syllable words from the lesson.  
(Example : soon)
- 2 Break up the following words into syllables as in the example given.

*Example*

|           |               |               |
|-----------|---------------|---------------|
| nauseated | nause.a.ted   |               |
| huddled   | smoothly      | alpine        |
| holidays  | conditions    | waterfall     |
| kilometre | instinctively | charact.istic |

**WRITTEN WORK 1 : PARAGRAPH-WRITING**

**Unity—one main idea in one paragraph**

1. All of you know that the story you have just read—'No Time for Fear'—is written in 'paragraphs'. If you were asked to say

how many paragraphs the story contains you would be able to tell the exact number of paragraphs even without reading the story! It is easy to 'recognise' a paragraph by its 'looks'. For example, every paragraph in this story has been 'indented', i.e. it does not begin from the margin; a few 'spaces' are left after the margin and then the first sentence of the paragraph starts. This is an important point you should remember when you are writing a paragraph. *Show the reader that you are writing a paragraph by indenting it.*

2. But it is not by its 'looks' alone that you can recognise a paragraph. There is another important aspect to it, i.e., the idea expressed in the paragraph. *A good paragraph is a group of sentences that together deal with a single idea.*
3. The sentences in the paragraph might argue about the idea, or explain the idea by giving examples; whatever they do, they always revolve around the one idea. This quality of a paragraph is called the *unity* of the paragraph. When you write a paragraph, remember the following: a sentence which does not contribute to the main idea, however interesting it might be, should not be added; it spoils the unity of the paragraph.

#### *Exercise 1*

Read paragraph 3 ("The five-kilometre trail Malcolm in the lead.") from the story that you have just read. The 'idea' that holds this paragraph together is 'A phase of Barb's and Malcolm's trek down the trail.'

Notice that the paragraph does not talk about what Malcolm and Barb did the previous day, what it was like on the other side of the mountain, etc. The paragraph's main idea is the journey downhill and it keeps strictly to it.

Now, read paragraph 9 ("Bear Hug : Now the snarling. His jabs had no effect."). In this paragraph the main idea is the Bear Hug. So he talks about the bear hug and nothing else. When he wants to tell us about something other than the Bear Hug, he starts a new paragraph.

Can you say what that 'something other than the bear hug' that the writer tells us in the next paragraph (paragraph 10) is ?

### *Exercise 2*

Next, look at the following paragraphs and say what the 'main idea' in each one is. (A few possibilities are suggested for I and II.)

I. Paragraph 13 : "Malcolm lay still ."

The main idea here is . (i) Malcolm's injuries. (ii) Thoughts about the nightmarish experience. (iii) Malcolm's lack of revulsion at his injuries.

II. Paragraph 15 . "Meanwhile, Barb, her arm..."

The main idea is : (i) The long road back. (ii) Barb's finding help (iii) Wardens, fellow workers and lodge guests, appearing from nowhere.

III. Paragraph 28 . "Meanwhile, Malcolm. "

Suppose the Royal Humane Society, London, after hearing about Malcolm's brave deed, asked Barb for an 'eye-witness' account of the incident to be presented to the Committee which awards the Stanhope Gold Medal.

Imagine you are Barb. Write an account of the incident from the time you saw the grizzly to the time you reached the lodge. Be brief, be *factual*, be as *objective* as you can ; make sure you include only those parts of the incident you saw, experienced or took part in. Write your account in a paragraph

## 2. Fight against Malaria

WILLIAM AND STELLA NIDA

- 1 IN the ancient myths and legends of the human race heroes are often seen fighting against enormous giants, and knights against huge dragons. No doubt a giant could do a great deal of damage, especially when he was in a bad temper, and a dragon was capable of devouring a very large number of people during its lifetime ; and certainly the story of the conquest of these creatures by valour and wisdom is full of romantic colour. But a thousand times more romantic is the true story of how one man in our own days overcame a tiny but terrible enemy which had slain—and but for him would continue to slay—not thousands but millions of human beings every year.
- 2 That man is Sir Ronald Ross, and the enemy he has overcome is the malaria-carrying mosquito.
- 3 A very striking point of difference between Sir Ronald and all the giant-quelling and dragon-slaying heroes of mythology is this : that they all knew quite well beforehand what was the monster they had to vanquish, and where it was to be found, whereas he had first to discover in what form the enemy power was contained, and where it could be met and tackled. The quest occupied many years of hard and patient work; it was crowned with triumph on 16 August 1897, when Ross discovered the parasite of malaria in the stomach of a female *Anopheles* mosquito.

4 For the terrible force which he had set out to find and overcome was malaria, that far-stretching, dangerous, destroying, and devastating disease which is responsible for one-third of the total hospital attendances in tropical countries, and which "during the past ages has caused ravages among mankind to the extent of uncountable millions of deaths". It has been more deadly in warfare than shot or shell, and so fatal to health and industry in peace that "there are very few people who do not, either directly or indirectly pay for the trail of sickness left by the mosquito throughout the tropical and sub-tropical world". Many historians believe that this evil insect was the cause of the downfall and decay of "the glory that was Greece", and that malaria, and not a gradually diminishing moral energy, brought to nought the most highly intellectual nation in the history of mankind.

5 Not until Ross's great discovery—"the greatest thing done in our time by one man", says John Masefield the poet—did anyone succeed in proving that the mosquito was the carrier of the deadly infection. People had noticed that the disease was most prevalent in marshy places, but they concluded that the source of the mischief was the bad air—hence its Italian name 'malaria', the name by which it is generally known.

6 In 1878 Dr Laveran, a French army surgeon, discovered the malarial parasite in human blood ; sixteen years later a Scottish scientist, Sir Patrick Manson, suggested that the mosquito might convey the poison from an infected to a healthy person. But there is a very long stride from theory to proof, and years passed, and millions of people died of malaria, and millions more were permanently invalidated by it, and humanity seemed as far as ever from deliverance of this scourge.

7 Then Ronald Ross, another Scot, at that time an officer in the Indian Medical Service, set his lance in rest against this invisible enemy. The story of his toils, his disappointments, his indomitable faith and courage, is one of the most thrilling in the history of the British race. There was only one course possible—to keep on dissecting mosquitoes under the microscope until at last the malaria parasite was detected. The task demanded the strength of ten giants and the patience of as many Jovis.

Ross had to work in tropical heat, without the cool breeze of the punka, which would have scattered the fragments of mosquitoes on his table ; he had to spend about two hours over every insect, while its living relations assailed him without truce, and the natives, who were destined to benefit more than any other people in the world from his discoveries, looked askance at him, suspected him of witchcraft, and were reluctant to have their fingers pricked and their blood tested, even though they were offered what would seem to them the lordly sum of three rupees for each prick !

8 At last, on that memorable 16th of August, nearly eighty years ago, the warrior caught a glimpse of the Thing he had set out to slay. On that day Ronald Ross saw, and seized upon the wall of his room a mosquito of a different type from any that he had examined. It belonged to the family very appropriately called *Anopheles*, which in Greek means "harmful" ; and later in the same day one of his collectors brought him in a bottle which contained about a dozen of the same kind. One by one the insects were placed under the microscope and dissected, micron by micron—a micron is the one-thousandth part of a millimetre—but there was nothing new, nothing remarkable in any one of them until the very last was reached. Here we must let the discoverer relate the thrilling close of his pursuit in his own words :

9 The dissection was excellent, and I went carefully through the tissues, now so familiar to me, searching every micron with the same passion and care as one would search some vast ruined palace for a little hidden treasure. Nothing. No, these new mosquitoes also were going to be a failure: there was something wrong with the theory. But the stomach tissue still remained to be examined—lying there, empty and flaccid, before me on the glass slide, a great white expanse of cells like a large courtyard of flagstones each one of which must be scrutinized—half an hour's labour at least. I was tired, and what was the use ? I must have examined the stomachs of a thousand mosquitoes by this time. But the Angel of Fate fortunately laid his hand on my head, and I saw a clear and almost perfectly circular outline before me of about twelve microns in diameter. The outline was much too sharp, the cell too small to be an ordinary stomach-cell of a mosquito. I looked a little farther. Here was another, and another exactly similar cell. The afternoon was hot and overcast; and I remember opening the diaphragm of the sub-stage condenser of the microscope to

admit more light and then changing the focus. In each of these cells there was a cluster of small granules, black as a jet

10 These were the malarial cells. A day later it was seen that they had increased in size. And then, stage by stage, the career of the malarial parasite was traced from the stomach of the Anopheles to its proboscis, whence it is injected into the blood-stream of the insect's victims. This discovery was glorious and memorable, not only because it led the way to prevention and successful treatment of malaria, but because it enabled doctors and scientists to tackle other tropical and non-tropical diseases by following the same line of attack. On 15 July 1926, the Prince of Wales performed the opening ceremony of the Ronald Ross Institute on Putney Hill, where people suffering from tropical diseases receive treatment, and enthusiastic scientists, under the direction of Sir Ronald himself and the well-known Italian bacteriologist, Dr Aldo Castellani, continued to pursue many different branches of research in connexion with many painful and deadly diseases, among them the deadliest of all—cancer.

11 The good work which this Institute is doing—and will continue to do—for the relief of suffering and the advancement of science cannot be measured—or even expressed—in words. "From this building," said the Prince of Wales, "may issue results which will bring back health to thousands who have lost it, or safeguard the lives of countless others threatened by unseen dangers in tropical lands. More than that it may open out, for the use and benefit of mankind as a whole, huge districts which are at present denied to civilization."

12 No really great discovery is self-contained, the be-all and the end-all of any particular branch of knowledge. From this lamp first lit by Ronald Ross a hundred others have been kindled. It was owing to his detection of the malarial parasite in the Anopheline mosquito, and the experiments and researches which followed, that the American scientist, William Crawford Gorgas, was able to stamp out yellow fever from the territories on either side of the Panama canal, thereby making possible the completion of this great engineering feat, which had been retarded and almost frustrated by the constant ill-health of the engineers and navvies engaged upon its construction.

## NOTES AND MEANINGS

|                                  |   |
|----------------------------------|---|
| quelling                         | : suppressing   |
| vanquish                         | : defeat  |
| parasite                         | : (here) a germ which lives in or on another living thing and gets its food from it                 |
| devastating                      | : ruining   |
| ravages                          | : destruction   |
| brought to nought                | : ruined  |
| invalided                        | : made weak   |
| scourge                          | : cause of suffering  |
| set his lance in<br>rest against | : waged war against   |
| indomitable                      | : unyielding; that cannot be conquered  |
| Job                              | : a character from the Bible famous for his great patience  |
| looked askance at                | : looked at with suspicion  |
| flaccid                          | : soft  |
| flagstones                       | : flat, square pieces of stone used for floors, pavements, etc.                                     |
| condenser                        | : (here) a mirror or lens that collects light and directs this light on to the object to be focused |
| proboscis                        | : the long part of the mouth of some insects  |
| navvies                          | : unskilled workmen employed in making roads, canals, etc.  |

**UNDERSTANDING THE TEXT****Section I (paragraphs 1—4)**

1. In this section the author is trying
  - (i) to trace the cause of the downfall of Greece.
  - (ii) to present Ross as the greatest discoverer of all times
  - (iii) to emphasise the greatness of Ross's discovery.
  - (iv) to say how dangerous malaria is.
2. Mention three points of difference between Ross and the mythical heroes who fought giants and dragons. (See paragraphs 1 and 3).
3. What made Ross's fight more romantic and more difficult than those of the mythical heroes? Choose the best answer.
  - (i) The enemy was very tiny.
  - (ii) No one knew what or where the enemy was.
  - (iii) The enemy was a killer of millions of people.
  - (iv) The enemy was more powerful than man.
4. Say whether each of the following statements is true, probably true, false, or probably false. (Pick out a sentence from paragraphs 1—4, in support of each answer.)
  - (i) No part of the world was free from malaria in Ross's time.
  - (ii) Malaria rarely causes death.
  - (iii) Malaria caused the downfall of Greece.

**Section II (paragraphs 5-7)**

5. This section gives
  - (i) a brief outline of the early work on malaria.

- (ii) a brief description of Ross's early fight against malaria.
- (iii) a short biography of the scientists who helped in the early fight against malaria.
- (iv) an account of some problems in medical research

6. Say whether each of the following statements is true, probably true, false, or probably false (Pick out a sentence from this section, in support of your answer.)

- (i) Masefield says that Ross's discovery is the greatest thing done in our time by man.
- (ii) Dr Laveran's discovery of malarial parasites in human blood destroyed the then existing theory that malaria was caused by bad air.
- (iii) Long before his great discovery Ross strongly felt that the malarial parasite was carried by mosquitoes

7. Who are the 'natives' in paragraph 7? Find two clues in the passage that support your answer.

- (i) Scots      (ii) Indians      (iii) Tribals      (iv) Harijans

8. The author says that three rupees would seem to the natives a lordly sum. Why? Choose the best answer.

- (i) The natives were very poor
- (ii) The rupee had far greater value in those days.
- (iii) The natives were superstitious.
- (iv) i and ii.
- (v) i and iii.

9. *For discussion*

Does the author show any superiority feeling in paragraph 7? Or is he merely stating facts? Do you think the author's attitude to 'the natives' is fair? Discuss.

**Section III (paragraphs 3-9)**

10. Why did it take Ross a very long time to discover 'the enemy'? Choose the best answer

- (i) Ross's method of investigation (research) was defective.
- (ii) Ross was not lucky enough for a long time to get malaria-carrying mosquitoes.
- (iii) Ross's instruments were crude.
- (iv) Ross had the wrong theory about the malarial parasite.

11. Which of the following qualities of Ross is prominent in this section?

|                      |                      |
|----------------------|----------------------|
| (i) Patience         | (ii) Self-confidence |
| (iii) Moral strength | (iv) Love of mankind |

12. In paragraph 9 it says, "Ross felt that there was something wrong with the theory". What theory? Find out a sentence in the earlier part of the lesson which mentions the theory.

13. From the facts available in paragraph 9 we can infer that the diameter of the stomach cell of a mosquito is

- (i) more than twelve microns.
- (ii) twelve microns.
- (iii) less than twelve microns
- (iv) more than twenty microns.

14. What differences did Ross notice between the stomach cells of the mosquito and the malarial cell?

**Section IV (paragraphs 10-12)**

15. This section deals mainly with

- (i) Ross's further discoveries.
- (ii) the Ronald Ross Institute on Putney Hill.

- (iii) research in bacterial diseases and on cancer.
- (iv) the influence of Ross's discovery on medical research.

16. The Ronald Ross Institute on Putney Hill is

- (i) a world famous malaria clinic.
- (ii) an institute for medical research.
- (iii) a hospital specialising in tropical diseases and cancer.
- (iv) both i and iii.

17. What makes Ross's discovery glorious and memorable? Choose the best answer.

- (i) We are now sure that tropical diseases are spread by mosquitoes.
- (ii) Now we can tackle all tropical diseases the way Ross did.
- (iii) Ross discovered the root cause of malaria and other tropical diseases.
- (iv) Ross's approach has helped scientists to tackle malaria and many tropical and non-tropical diseases.

18. On the basis of the information in paragraph 12 which of the following statements do you think is most correct?

- (i) Yellow fever is a kind of malaria common in South America.
- (ii) Yellow fever is spread by the Anopheles mosquitoes.
- (iii) Yellow fever is, like malaria, spread by some insects.
- (iv) Yellow fever turns one's palm and eyes yellow.

## USAGE 2

Read the following sentences.

1. It belonged to the family called Anopheles.

In Greek it means harmful.

It belonged to the family called Anopheles, *which in Greek means harmful.*

2. This Institute is doing good work.

This good work cannot be measured or expressed in words.

The good work *that this Institute is doing* cannot be measured or expressed in words.

In both 1 and 2 we have combined two sentences into one. In each case the rewritten sentence contains a relative clause (italicised).

#### *Exercise*

Now rewrite each pair of sentences below as a single sentence which contains a relative clause.

- 1 A man accused me of theft. He is a big thief
2. The accident caused the death of a great scientist. It took place on Wednesday.
3. I like the book. You gave it to me yesterday
4. A man fought malaria. The man was Ronald Ross.
5. The quest was finally crowned with triumph. It occupied many years of hard work.

#### **SPELLING — 2**

Homonyms are words which are alike in sound but different in spelling and in meaning. Such words are problems for users of English.

Given below in brackets are some pairs of words that are commonly confused for each other. Read the sentences and tick (✓) the suitable word in brackets.

1. (Wear, Where) is the (stationary, stationery) kept?
2. They (seized, ceased) a lot of black money from the jeweller's house.
3. The (principle, principal) was formulated by Einstein.
4. The headmistress asked Jayashree (weather, whether) the class was behaving itself or not.
5. The mathematics (coarse, course) for this term is very difficult.

## SPEECH 2

### Stress

When we speak an English word of more than one syllable we do not say the whole word with equal force. One syllable of the word is said with greater force than the other syllables. The syllable that is said with greater force sounds louder and is more prominent than the other syllables. For example, when we say the word 'blackboard' we say BLACKboard. The first syllable of the word is said with greater force than the second syllable. The first syllable is *stressed*.

Here is a list of words which have their first syllable stressed. Say the words aloud to yourself making sure that the first syllable is said with more force than the second. The mark' in front of a syllable shows that the syllable is stressed.

|           |          |            |           |
|-----------|----------|------------|-----------|
| 'ancient  | 'human   | 'damage    | 'conquest |
| 'sickness | 'marshy  | 'tested    | 'labour   |
| 'building | 'cluster | 'treatment | 'subtle   |

All the words in the above list have two syllables only. Here are some other words of more than two syllables which, again, have their first syllables stressed

|           |             |            |            |
|-----------|-------------|------------|------------|
| 'parasite | 'carrier    | 'tropical  | 'scientist |
| 'warrior  | 'microscope | 'diaphragm | 'institute |

*Exercise*

List ten words from the lesson which have their first syllables stressed.

## WRITTEN WORK 2· PARAGRAPH-WRITING

### Unity (*continued*)

1. In the last lesson we saw that one of the important qualities of a good paragraph is its unity. the presence of a single idea

*Exercise 1*

Read the following paragraph. If you think it contains sentences which spoil the unity of the paragraph remove those sentences and rewrite the paragraphs. Remember to indent your paragraph

A seven-hour emergency operation was done on Malcolm. But Barb was persistent—and her persistence paid off. More than a thousand stitches had to be put in during the operation. Later, Malcolm had to undergo 41 skin-graft operations. The damage to his face was partially repaired by constructing a nose from his arm muscle and by grafting skin from his leg across his face. After coming out of hospital, Malcolm suddenly realised that he had become famous. People were full of admiration for Malcolm. To quote one of the doctors who performed the operation on Malcolm: "Restoring Malcolm's face was like putting a jigsaw puzzle together."

Let us look at a short paragraph (para 5) from 'Fight Against Malaria' and see how contributing ideas are added to the main idea.

1. (Main idea) Ross proved that the mosquito was the carrier of malaria.
2. (Emphasis) Not until Ross's great discovery did anyone succeed ...
3. (What did people think of this *great discovery*?) John Masefield called it "the greatest thing done in our time by one man".
4. (Hadn't anyone thought of this problem before Ross did?) People had noticed that the disease was most prevalent in marshy places.
5. (What did they conclude?)

They concluded that the source of the mischief was bad air.

6. (What did they call the disease?)

Hence its name malaria.

### *Exercise 2*

Below are given some points to develop a single idea. See which points can be removed since they might be irrelevant for developing the main idea.

Main idea : Development of agriculture should be one of India's main goals.

1. The population of India comprises mainly of farmers.
2. Food is the major need in India—primary problem in our country is the problem of feeding the millions.
3. Every year several Indians die due to starvation.
4. Poverty is more glaring in our city slums.
5. We need a large part of our scientific expertise concentrating on modern methods to improve agriculture.
6. The illiteracy rate in India is rather high.

*Exercise 3*

In paragraph 10 of the lesson 'Fight Against Malaria' the name of Dr Castellani is mentioned. Given below are a few hints about one of his famous discoveries. Can you develop them into a paragraph? (What is the main idea of your paragraph?)

Dr Aldo Castellani—Italian—to Uganda as member of Commission on Sleeping Sickness—research—in the cerebro-spinal fluid of patients a parasite—this parasite in the blood of wild animals (like the antelope) or in domestic animals (e.g. dog)—'carrier' a fly—called tsetse fly—brown and yellow—

### 3. The Trust Property

RABINDRANATH TAGORE

- 1 BRINDABAN KUNDU came to his father in a rage and said, "I am leaving this moment."
- 2 "Ungrateful wretch!" the father, Jaganath Kundu, answered scornfully. "When you have paid me back all that I have spent on your food and clothing, it will be time enough to talk like that."
- 3 Such food and clothing as was usual in Jaganath's household could not have cost very much. Our *rishis* of old managed to feed and clothe themselves at unbelievably small expense. Jaganath's behaviour showed that his ideal in these matters was equally high. That he could not fully live up to it was due partly to the bad influence of the degenerate society around him, and partly to certain unreasonable demands of Nature in her attempt to keep body and soul together.
- 4 So long as Brindaban was single, things went smoothly enough, but after his marriage he began to depart from the high and rarefied standard beloved by his father. It was clear that the son's ideas of comfort were moving away from the spiritual, to the material, and imitating the ways of the world.

He was unwilling to put up with the discomforts of heat and cold, thirst and hunger. His minimum of food and clothing rose with great speed.

- 5 Frequent were the quarrels between the father and the son. At last Brindaban's wife became seriously ill and a *kabiraj* was called in. But when the doctor prescribed a costly medicine for his patient, Jaganath took it as proof of pure stupidity, and turned him out immediately. At first Brindaban begged his father to allow the treatment to continue; then he quarrelled with him about it, but to no purpose. When his wife died, he abused his father and called him a murderer.
- 6 "Nonsense!" said the father. "Don't people die even after swallowing all kinds of drugs? If costly medicines could save life, how is it that kings and emperors are not immortal? You don't expect your wife to die with more pomp and ceremony than did your mother and your grandmother before her, do you?"
- 7 Brindaban might really have derived great comfort from these words, had he not been overcome with grief and incapable of proper thinking. Neither his mother nor his grandmother had taken any medicine before departing from this world, and this was the time-honoured custom of the family. But, alas, the younger generation was unwilling to die according to ancient custom. The English had newly come to the country at the time we speak of. Even in those remote days, the good old folks were filled with horror at the unorthodox ways of the new generation, and sat speechless, trying to draw comfort from their *hookas*.
- 8 Be that as it may, the modern Brindaban said to his old-fashioned father "I am leaving."
- 9 The father instantly agreed, and wished publicly that, should he ever give his son one single pice in future, the gods might reckon his act as taking the holy blood of cows. Brindaban in his turn similarly wished that, should he ever accept

anything from his father, his act might be held as bad as murdering one's mother.

10 The people of the village looked upon this small revolution as a great relief after a long period of monotony. And when Jaganath disinherited his only son, every one did his best to comfort him. All were of the opinion that to quarrel with a father for the sake of a wife was possible only in these degenerate days. And the reason they gave was good too. "When your wife dies," they said, "you can find a second one without delay. But when your father dies, you can't get another to replace him for love or money." Their logic no doubt was perfect, but we suspect that the utter hopelessness of getting another father did not trouble the misguided son very much. On the contrary, he looked upon it as a mercy.

11 Nor did separation from Brindaban weigh heavily on the mind of his father. In the first place, his absence from home reduced the household expenses. Then, again, the father was freed from a great anxiety. The fear of being poisoned by his son and heir had always haunted him. When he ate his scanty food, he could never put the thought of poison out of his mind. This fear had rather decreased after the death of his daughter-in-law, and now that the son was gone, it disappeared altogether.

12 But there was one tender spot in the old man's heart. Brindaban had taken away with him his four-year-old son, Gokul Chandra. Now the expense of keeping the child was comparatively small, and so Jaganath's affection for him had nothing to interfere with it. Still, when Brindaban took him away, his grief, sincere as it was, was mingled at first with calculation as to how much he would save a month by the absence of the two, how much the sum would come to in the year, and what would be the capital to bring it in as interest.

13 But the empty house, without Gokul Chandra in it to make mischief, became more and more difficult for the old man to live in. There was no one now to play tricks upon him when he was engaged in his *puja*, no one to snatch away his food and

eat it, no one to run away with his inkpot when he was writing up his accounts. His daily routine of life, now uninterrupted, became an unbearable burden to him. It occurred to him that this unworried peace could be endured only in the world to come. When he caught sight of the holes made in his quilt by his grand-child, and the pen-and-ink sketches executed by the same artist on his mat, his heart was heavy with grief. Once upon a time he had scolded the boy bitterly because he had torn his *dhoti* into pieces within the short space of two years; now tears stood in Jaganath's eyes as he gazed upon the dirty remains lying in the bedroom. He carefully put them away in his safe, and registered a vow that, should Gokul ever come back again, he should not be scolded even if he destroyed one *dhoti* a year.

14 But Gokul did not return, and poor Jaganath aged rapidly. His empty home seemed emptier every day.

15 No longer could the old man stay peacefully at home. Even in the middle of the day, when all respectable folks in the village enjoyed their after-dinner sleep, Jaganath might be seen wandering about the village, *hooka* in hand. The boys, at sight of him, would give up their play, and, retiring in a body to a safe distance, sing verses composed by a local poet, praising the old gentleman's economical habits. No one ventured to say his real name, for fear that he should have to go without his meal that day—and so people gave him names after their own fancy. The older people called him Jaganash, but the reason why the younger generation preferred to call him a vampire was hard to guess. It may be that the bloodless, dried-up skin of the old man had some physical resemblance to the vampire's.

## II

16 One afternoon, when Jaganath was wandering as usual through the village lanes shaded by mango trees, he saw a boy, apparently a stranger, becoming captain of the village boys and

explaining to them the scheme of some new prank. Won by the force of his character and the startling newness of his ideas, the boys had all sworn to follow and obey him. Unlike the others, he did not run away from the old man as he approached, but came quite close to him and began to shake his own *chadar*. The result was that a live lizard sprang out of it on to the old man's body, ran down his back and off towards the jungle. Sudden fright made the poor man shiver from head to foot, to the great amusement of the other boys, who shouted in triumphant joy. Before Jaganath had gone far, cursing and swearing, the *gamcha* on his shoulder suddenly disappeared, and the next moment it was seen on the head of the new boy, transformed into a turban.

17 The unaccustomed attentions of this little fellow came as a greater relief to Jaganath. It was long since any boy had taken such freedom with him. After a good deal of persuasion and many fair promises, he at last got the boy to come to him, and this was the conversation which followed.

18 "What's your name, my boy?"

"Nitai Pal"

"Where's your home?"

"I won't tell."

"Who's your father?"

"I won't tell."

"Why won't you?"

"Because I have run away from home."

"What made you do it?"

"My father wanted to send me to school."

19 It occurred to Jaganath that it would be a useless waste of money to send such a boy to school, and his father must have been an unpractical fool not to have thought so.

20 "Well, well," said Jaganath, "how would you like to come and stay with me?"

21 "I don't mind," said the boy, and immediately he took up residence in Jaganath's house. He felt as little hesitation as though it were the shadow of a tree by the wayside. And not only that. He began to proclaim his wishes as regards his food and clothing with such coolness that you would have thought he had paid his full reckoning in advance; and, when anything went wrong, he did not hesitate to quarrel with the old man. It had been easy enough for Jaganath to get the better of his own child; but, now, where another man's child was concerned, he had to acknowledge defeat.

## III

22 The people of the village marvelled when Nitai Pal was unexpectedly made so much of by Jaganath. They felt sure that the old man's end was near, and the prospect of his leaving all his property to this unknown creature made their hearts sore. Furious with envy, they determined to do the boy an injury, but the old man took care of him as though he was a rib in his breast.

23 At times, the boy threatened that he would go away, and the old man used to say to him temptingly : "I will leave you all the property I possess." Young as he was, the boy fully understood the magnificence of this promise.

24 The village people then began to make inquiries after the father of the boy. Their hearts melted with pity for the suffering parents, and they declared that the son must be a villain to cause them so much suffering. They heaped abuses on his head, but the heat with which they did it betrayed envy rather than a sense of justice.

25 One day the old man learned from a traveller that one Damodar Pal was seeking his lost son, and was even now coming towards the village. Nitai, when he heard this, became very restless and was ready to run away, leaving his future

wealth to take care of itself Jaganath quietened his fears, saying : "I mean to hide you where nobody can find you—not even the village people themselves "

26 This aroused the boy's curiosity and he said : "Oh, where? Do show me."

27 "People will know, if I show you now. Wait till it is night," said Jaganath.

28 The hope of discovering the mysterious hiding place delighted Nitai. He planned to himself how, as soon as his father had gone away without him, he would have a bet with his comrades, and play hide-and-seek. Nobody would be able to find him. Wouldn't it be fun ? His father, too, would search the whole village thoroughly, and not find him—that would be rare fun also.

29 At noon, Jaganath shut the boy up in his house, and disappeared for some time. When he came home again, Nitai worried him with questions.

30 No sooner was it dark than Nitai said : "Grandfather, shall we go now ?"

31 "It isn't night yet," replied Jaganath.

32 A little while later the boy exclaimed : "It is night now, grandfather; come, let's go."

33 "The village people haven't gone to bed yet," whispered Jaganath.

34 Nitai waited but a moment, and said : "They have gone to bed now, grandfather; I am sure they have. Let's start now."

35 The night advanced. Sleep began to weigh heavily on the eyelids of the poor boy, and it was a hard struggle for him to keep awake. At midnight, Jaganath caught hold of the boy's

arm, and left the house, feeling his way through the dark lanes of the sleeping village. Not a sound disturbed the stillness, except the occasional howl of a dog, when all the other dogs far and near would join in, or perhaps the flapping of a night-bird, scared by the sound of human footsteps at that unusual hour. Nitai trembled with fear, and held Jaganath fast by the arm.

36 Across many a field they went, and at last came to a jungle, where stood a ruined temple without a god in it. "What, here!" exclaimed Nitai in a tone of disappointment. It was nothing like what he had imagined. There was not much mystery about it. Often, since running away from home, he had passed nights in abandoned temples like this. It was not a bad place for playing hide-and-seek; still it was quite possible that his comrades might track him there.

37 From the middle of the floor inside, Jaganath removed a slab of stone, and an underground room with a lamp burning in it was revealed to the astonished eyes of the boy. Fear and curiosity filled his little heart. Jaganath descended by a ladder and Nitai followed him.

38 Looking around, the boy saw that there were brass *ghurras* on all sides of him. In the middle lay spread an *assan*, and in front of it were arranged *vermilion*, sandal paste, flowers, and other articles of *puja*. To satisfy his curiosity the boy dipped his hand into some of the *ghurras*, and drew out their contents. They were rupees and gold *mohurs*.

39 Jaganath, addressing the boy, said: "I told you, Nitai, that I would give you all my money. I have not got much,—these *ghurras* are all that I possess. These I will transfer, to you today."

40 The boy jumped with delight. "All?" he exclaimed, "you won't take back a rupee, will you?"

41 "If I do," said the old man in solemn tones, "may my hand be attacked with leprosy. But there is one condition. If ever

my grandson, Gokul Chandra, or his son, or his grandson, or his great-grandson or any of his descendants should happen to pass this way, then you must make over to him, or to them, every rupee and every *mohur* here ”

42 The boy thought that the old man had gone mad. “Very well,” he replied.

43 “Then sit on this *assan*,” said Jaganath.

“What for ?”

“Because *puja* will be done to you ”

“But why ?” said the boy in alarm.

“This is the rule.”

44 The boy squatted on the *assan* as he was told. Jaganath spread sandal paste on his forehead, put a mark of vermillion between his eyebrows, flung a garland of flowers round his neck, and began to recite *mantras*.

45 To sit there like a god, and hear *mantras* recited made poor Nitai feel very uncomfortable. “Grandfather,” he whispered

46 But Jaganath did not reply, and went on muttering his *mantras*.

47 Finally, with great difficulty he dragged each *ghura* before the boy and made him repeat the following vow after him :

48 “I do solemnly promise that I will make over all this treasure to Gokul Chandra Kundu, the son of the Brindaban Kundu, the grandson of Jaganath Kundu, or to the son or to the grandson or to the great-grandson of the said Gokul Chandra Kundu, or to any other descendant of his who may be the lawful heir.”

49 The boy repeated this over and over again, until he felt stupefied, and his tongue began to grow stiff in his mouth. When the ceremony was over, the air of the cave was laden with the smoke of the clay lamp and the breath-poison of the

two. The boy felt that the roof of his mouth had become dry as dust, and his hands and feet were burning. He could breathe only with difficulty.

50 The lamp became dimmer and dimmer and then went out altogether. In the total darkness that followed, Nital could hear the old man climbing up the ladder. "Grandfather, where are you going to?" said he, greatly distressed.

51 "I am going now," replied Jaganath, "you remain here, No one will be able to find you. Remember the name Gokul Chandra, the son of Brindaban, and the grandson of Jaganath."

52 He then withdrew the ladder. In a stifled, pitiful voice the boy begged : "I want to go back to father."

53 Jaganath put the slab back in its place. He then knelt down and placed his ear on the stone. Nital's voice was heard once more—"Father"—and then came a sound of some heavy object falling with a bump—and then—everything was still.

54 Having thus placed his wealth in the hands of a Yak, Jaganath began to cover up the stone with earth. Then he piled broken bricks and loose mortar over it. On the top of all he planted turfs of grass and jungle weeds. The night was almost finished, but he could not tear himself away from the spot. Now and again he placed his ear to the ground and tried to listen. It seemed to him that from far far below—from the bottom less depths of the earth's interior—came a wailing. It seemed to him that the night-sky was flooded with that one sound, that the sleeping humanity of all the world was awake, and was sitting in its beds, trying to listen.

55 The old man in his mad fury kept on heaping earth higher and higher. He wanted somehow to stifle that sound, but still he fancied he could hear "Father".

56 He struck the spot with all his might and said : "Be quiet—people might hear you" But still he imagined he heard "Father".

57 The sun lighted up the eastern horizon Jaganath then left the temple, and came into the open fields

58 There, too, somebody called out "Father". Startled at the sound, he turned back and saw his son at his heels

59 "Father," said Brindaban, "I hear my boy is hiding himself in your house. I must have him back"

60 With staring eyes and twisted mouth, the old man leaned forward and exclaimed : "Your boy ?"

61 "Yes, my boy Gokul. He is Nitai Pal now, and I myself go by the name of Damodar Pal. Your fame has spread so widely in the neighbourhood, that we were obliged to cover up our origin, so that people should not refuse to pronounce our names."

62 Slowly the old man lifted both his arms above his head. His fingers began to twitch convulsively, as though he was trying to catch hold of some imaginary object in the air. He then fell to the ground.

63 When he came to his senses again, he dragged his son towards the ruined temple. When they were both inside it, he said : "Do you hear any wailing sound ?"

64 "No, I don't," said Brindaban.  
"Just listen very carefully. Do you hear anybody calling out 'Father' ?"  
"No."

65 This seemed to relieve him greatly.

66 From that day forward, he used to go about asking people: "Do you hear any wailing sound ?" They laughed at the old madman.

67 About four years later, Jaganath lay on his deathbed. When the light of this world was gradually fading away from his eyes, and breathing became more and more difficult, he

suddenly set up in a state of delirium. Throwing both his hands in the air, he seemed to search about for something, muttering : "Niraj, who has removed my ladder ?"

68      Unable to find the ladder to climb out of his terrible prison, where there was no light to see and no air to breathe, he fell on his bed once more, and disappeared into that region where no one has ever been found out in the world's eternal game of hide-and-seek.

## NOTES AND MEANINGS

**RABINDRANATH TAGORE** (1861-1941) : poet, essayist, short story writer, dramatist and educator. He founded the Viswabharati University at Santiniketan. His works include novels like *Gora* and *The Home and the World*; volumes of poems like *Gitanjali* and *The Gardener* and short stories like *Mashai*, *My Lord*, *The Baby* and *The Trust Property*.

|                      |  |
|----------------------|--|
| Trust property       | : property managed and looked after by one person for the benefit of another             |
| degenerate society   | : a society which has lost its moral value   |
| rarefied             | : pure   |
| <i>kahiraj</i>       | : a country doctor with no formal medical training                                       |
| unorthodox ways      | : not traditional  |
| monotony             | : boredom, an unchanging state of affairs  |
| disinherited his son | : broke all relationship with his son and refused to leave him any money in his will     |
| weigh heavily on     | : worry, cause distress  |
| quilt                | : thick bed-covering made of two layers of cloth padded with soft material               |
| Jaganash             | : the destroyer of the world, the opposite of Jaganath which means the Lord of the world |
| vampire              | : a corpse which comes to life and sucks the blood of sleeping people                    |
| <i>chadar</i>        | : (Bengali) a cotton shawl   |
| <i>gamcha</i>        | : (Bengali) a towel  |
| reckoning            | : bill, amount to be paid for food, etc.   |
| <i>ghurias</i>       | : pots which can hold about three gallons of water each                                  |
| <i>assan</i>         | : a prayer carpet  |

|              |   |
|--------------|---|
| stupefied    | : unable to think clearly   |
| stifled      | : strangled, choked   |
| Yak          | : from the Sanskrit "Yaksha", a guardian of wealth in Hindu mythology |
| mortar       | : a mixture of lime, sand and water used to hold bricks together      |
| twitch       | : a sudden, quick movement of a muscle                                |
| convulsively | : in a violent manner   |
| delirium     | : violent mental disturbance  |

## UNDERSTANDING THE TEXT

### Section I (paras 1—8)

1. Why did Brindaban quarrel with his father, Jaganath, and decide to leave? Choose the right answer.
  - (i) Because the food and clothes Jaganath provided were very poor.
  - (ii) Because the father was spiritual and the son was wordly.
  - (iii) Because Jaganath asked him to pay back all that he had spent on his food and clothes.
  - (iv) Because Brindaban's wife died through Jaganath's neglect.
2. In the opening paragraph Brindaban says "I am leaving this moment." Again in paragraph 8 he is shown as saying "I am leaving." Does paragraph 8 refer to the same event as paragraph 1, or a later event or an earlier event?
3. Does the author sympathise more with the ways of the father or with those of the son? When he speaks of the father's 'high ideals' does he mean it, or is he being ironic (i.e. does he mean something different from what he seems to

say) ? (For clues, consider Jaganath's real character and actions. What is his attitude to money ? To people ?)

4. Pick out seven ironic expressions or statements from paragraphs 3, 4 and 7 (There are nearly ten cases.)
5. *For discussion* . Jaganath's two arguments against using medicines seem to be perfectly logical (reasonable). Is there anything wrong with the argument ? If so, what ?

### Section II (paragraphs 9-14)

6. Fill in the blanks choosing one of the items given in brackets. As a result of the quarrel, the son\_\_\_\_\_his father and the father\_\_\_\_\_his son. (hit/abused/threw out/disinherited/beat up/left/tried to poison/tried to murder).
7. Pick out 2-4 instances of irony from paragraph 10
8. *For discussion* . The people gave Brindaban a 'good' argument against quarrelling with his father for the sake of his wife. What was wrong with the argument?
9. How did Jaganath feel about his son's leaving him ? (Answer in one sentence.)
10. What were the two things that Jaganath loved most in the world ?
11. How did his son's going away affect these loves and how did he feel about it ? He stood to gain\_\_\_\_\_and he had lost. So he felt\_\_\_\_\_and\_\_\_\_\_at the same time. (Fill in the blanks suitably.)

### Section III (paragraphs 15-19)

12. How did the people of the village feel and act towards Jaganath ?

(i) They disliked him intensely, called him names, and sang funny songs about him

(ii) They called him names, but at the same time sincerely appreciated his economical ways.

(iii) They played tricks on him like throwing lizards on him and snatching his *gamcha*.

(iv) They feared him and ran away from him.

13. Can you think of anything that Nitai Pal (the new boy) had in common with Gokul Chandra ?

(i) Both hated studies

(ii) Both loved old people.

(iii) Both were mischievous and playful.

(iv) Both were disobedient and quarrelsome.

14. Try and say why Jaganath liked Nitai in spite of the unpleasant tricks Nitai played on him Choose the best answer.

(i) The old man was lonely and wanted a friend

(ii) Playing tricks on him was a more friendly thing to do than avoiding him altogether (as the other boys did).

(iii) Perhaps something in Nitai reminded him of his Gokul Chandra.

(iv) All three reasons.

#### Section IV (paragraphs 20-24)

15. Why, in your opinion, did Jaganath, the miser, take Nitai into his house and look after him ?

(i) Jaganath was sorry for his past, he was a changed man now.

(ii) He wanted someone to love and live for.

(iii) The new boy was handsome and good.

(iv) Both (i) and (ii).

16. Comment on the following statements saying 'True', 'False' or 'We cannot be sure' (Where possible, pick out sentences from the text in support of your answer.)

- (i) Nitai had a trusting nature
- (ii) When Nitai quarrelled, Jaganath yielded to his wishes.
- (iii) The villagers were full of pity for Nitai's suffering parents.
- (iv) The villagers were full of envy for Nitai.
- (v) Jaganath intended to give Nitai all his property.

#### Section V (paragraphs 25-37)

17. What was the news that made Nitai want to run away or hide?

18. Why was Nitai eager to find the hiding-place mentioned by Jaganath?

- (i) Because he wanted to escape from his father
- (ii) Because he thought it fun to trick his father by hiding there.
- (iii) Because he wanted to play hide-and-seek there later
- (iv) All three reasons

19. Why, do you think, Jaganath shut up Nitai in his house?

- (i) To prevent him from running away or being taken away by his father.
- (ii) Because Jaganath was angry with him.
- (iii) To prevent him from going out to play with the other boys.
- (iv) Both (i) and (iii).

20. When did Jaganath take Nitai to the hiding-place? Why at that time?

21. What kind of a hiding-place did Jaganath show Nitai? It was an \_\_\_\_\_ in a \_\_\_\_\_ in the jungle.  
(Fill in the blanks.)

## Section VI (paragraphs 38-49)

22. What did Jaganath offer to give Nitai, when they were in the underground room ?

23. There was a condition to the offer. It was that Nitai should promise to hand over all that he got to his \_\_\_\_\_ or his \_\_\_\_\_ or his \_\_\_\_\_ or any of his \_\_\_\_\_.

24. Nitai thought that the old man had gone mad. What is there in the above condition that would seem strange or mad ?

25. Why did Jaganath perform a *puja* (worship) ?

- (i) Because (after all) he believed in God and wanted his blessing.
- (ii) Because they were in a temple.
- (iii) Because it was Jaganath's habit to do *puja* every day.
- (iv) Because he wanted to make Nitai's vow (promise) solemn and binding for ever.

## Section VII (paragraphs 50-56)

26. What did Jaganath do, on finishing the vow-taking ceremony ?

- (i) He put out the light and climbed out.
- (ii) He killed Nitai and closed up the mouth of the underground room.
- (iii) He climbed out, removed the ladder and closed up the mouth of the room.
- (iv) He climbed out and promised Nitai to return later.

27. Jaganath heard the sound of a heavy object falling with a bump. Guess what had happened.

- (i) Out of despair, Nitai perhaps dropped one of the *ghurras* (pots) of gold which he had been holding.

(ii) Perhaps he fainted as a result of extreme fear and bad air.  
 (iii) Perhaps a stone fell on Nitai.  
 (iv) None of these.

28. Who was the 'Yak' in whose hands Jaganath had placed his wealth ? What is the 'trust property' referred to by the title of the story ?

29. As Jaganath kept heaping earth over the slab, he kept hearing a wailing. And he said, "Be quiet, people will hear you." Comment on this.

(i) Nitai was still alive, wailing and calling.  
 (ii) Jaganath imagined that he was hearing the wailing of the Yak.  
 (iii) Jaganath was deeply disturbed, and haunted by the thought of Nitai.  
 (iv) He had gone mad by now.

### Section VIII (paragraphs 57—end)

30. What was the shocking fact that Jaganath learned as he returned ? From whom did he learn it ?

31. The 'ladder' in para 67 reminds us of an earlier event in the story. Say which. There are two or more such suggestions in the next paragraph too. Pick them out.

32. *For discussion* : Was Jaganath really attached to Nitai ? If he was, why did he do what he did ? And when did he decide to do it ?

33. *For discussion* : How do you understand the dying experiences of Jaganath ? Was he living through the experiences of Nitai in imagination ? Were they his own real experiences ? Does the author mean that he was 'in prison' in some sense ? Was he being punished for his sins ? Was it all the result of his madness ? Or is the answer 'yes' to some or all of these questions ?

34. *For discussion* : What do you think of Jaganath's character? Is he a completely hateful character? Or do you sympathise with him because of his sufferings? Do they suggest that he had a powerful conscience, or that he really loved Nitai? Or did he go mad only because he found out whom he had killed?

*Note on Question 32*

In all likelihood, Jaganath was very much attached to Nitai; Nitai was a kind of substitute for his own Gokul Chandra. But the old miser's attitudes to the boy was one of selfish attachment rather than of real love, that is, he wanted to *keep* Nitai for his own pleasure, rather than to do *him* good or to help him on in life. Then he found that he was going to lose Nitai anyway, and the boy lost all the value he had for the selfish old man; so he made the tragic decision to use him for his own terrible ends—to turn him into a *yak* to guard his wealth for the sake of his grandson (or 'his son or grandson'). His wealth and his grandson were, after all the two things that he ever loved—except for Nitai, for a while.

**USAGE 3**

“You won't take back a rupee, ~~will you?~~”

“You don't expect your wife to die with more pomp and ceremony than did your mother, do you?”

Both these sentences are statements to which short questions, called tag-questions, have been added. Will you, do you, isn't it, aren't you, etc, are tag-questions. Here are a few points to remember about tag-questions:

1. If the statement is positive, the tag is usually negative
2. If the statement is negative, the tag is usually positive.

3.. The tag question should relate to the helping verb already used e.g. You won't ... .... will you?  
 You don't ... ... . do you?

It is wrong to use the tag 'isn't it' as an all-purpose tag-question. For example: "You are going to Bombay, isn't it?" is not correct. You should say: "You are going to Bombay, aren't you?"

*Exercise*

Add the appropriate tag-questions to the following sentences:

1. People do die even after swallowing all kinds of drugs,.....
2. You aren't leaving,.....
3. You can find another wife,.....
4. That is Jaganath Kundu,.....
5. You haven't run away from school,.....
6. The village people are sleeping,.....
7. You will promise,.....
8. I shall hide from my father,.....

Now correct the question-tags in the following sentences:

1. He can do the work, isn't it?
2. You aren't a teacher, aren't you?
3. You can read this book, can you?

**PUNCTUATION 3**

You have learnt that capital letters are used to begin the first word of :

1. every new sentence.
2. all proper names.
3. the salutation in a letter. (e.g. Dear Gopal.)

4. the ending of a letter. (e.g. Yours sincerely,)
5. a quotation. ("Come home," she said.)

Here are some more instances where capital letters are used to begin words.

Capitals begin:

1. the first, and the other important words in a title.

e.g. The Trust Property.

The Barber Whose Uncle had his Head Bitten off by a Circus Tiger.

2. a word used as part of a proper name

e.g. Grant Road

Willow House

3. titles referring to a particular official or family member

e.g. The Chief Minister will inaugurate the programme.  
(but, The minister is improving in health.)

This is Aunt Sheela. (But, I have four aunts.)

4. the geographical directions, e.g. North, South, East, West  
North East, South West, North West, South West, Middle  
East, etc.

Keeping in mind the above rules, capitalise the necessary words in the following sentences.

1. Our cousins live on hindustan road in a house called  
windy mansion.

2. I am reading portrait of the artist as a young man by  
James Joyce.

3. We spent our summer holidays with uncle Mohan at  
Goa.

4. The labour offer in the steel factory was beaten up by the angry workers.
5. The middle east countries are the richest in oil.

### SPEECH 3

You may not always know which syllable of a word is to be stressed. Some words have their first syllables stressed e.g. accident, blackboard, others have their second syllables stressed e.g. a'bout be'cause, ca'nal. How can you find out where a particular word is stressed? Look up a dictionary. Many dictionaries show stress with a mark like or like this' in front of or above the syllable that is to be stressed. In some the stress is usually given along with the phonetic re-spelling of the word e.g. postal/'paʊətl/(Advanced Learner's Dictionary of Current English)

#### *Exercise*

Mark the stress for each of the following words. If you are not sure how the word is to be stressed, look up a dictionary.

scornfully  
unorthodox  
treatment

degenerate  
ceremony  
sketches

generation  
stupidity  
executed

### WRITTEN WORK 3 : PARAGRAPH-WRITING

#### The topic sentence—a summary of the Paragraph

In the last two lessons we saw how a paragraph is built on one single idea, usually called the *topic* of the paragraph. The

writer usually states the topic in *one* sentence in the paragraph. Such a sentence is called the *topic sentence*.

Example: Look at paragraph No. 11 in the present story, 'The Trust Property'.

The main idea of the paragraph is : Jaganath's lack of concern about separation from his son. This idea is stated in the first sentence of the paragraph: "Nor did separation from Brindaban weigh heavily on the mind of his father." This is the topic sentence of the paragraph.

#### *Exercise 1*

Look at paragraphs 13, 22 and 28 of 'The Trust Property'. Pick out the topic sentence of each.

2. It is not necessary that all paragraphs should have topic sentences. In some paragraphs the main idea is implied, not stated in a sentence. For example, in most paragraphs of 'The Trust Property' you will not find any topic sentences as such. But when a topic sentence is present it often sums up the main idea.

#### *Exercise 2*

Read the following paragraph. Which is the topic sentence? Does it clearly sum up the main idea?

Education is not an end, but a means to an end. In other words, we do not educate children only for the purpose of educating them; our purpose is to fit them for life. As soon as we realise this fact, we will understand that it is very important to choose a system of education which will really prepare children for life. It is not enough just to choose the first system of education one finds; or to continue with one's old whether it is in fact suitable or not.

3. The position of the topic sentence (if any) in a paragraph varies; it can be at the beginning, the middle or the end. The

position is determined by the way in which the main idea is developed and also by the personal preference of the writer.

### Exercise 3

Suppose Jaganath was in the habit of keeping a diary. (Not very likely! "Only fools would waste paper like that", he would say. But suppose he did.) Suppose the night after Brindaban left in disgust, the old man felt the need to convince himself that Brindaban's leaving was not at all his fault. Write a paragraph (make it short; Jaganath is not likely to waste too much paper and ink on this - miser that he is!) in which he puts forward arguments in his defence.

## 4. Taming the Atom

- 1 THROUGHOUT history man has used energy from the sun. Today, when we burn wood or use electric current or travel by car, we are drawing on energy that has come from the sun. All our ordinary life depends upon the sun.
- 2 However, we now have a new supply of energy. For the first time in history, we have a way of getting energy that does not come from the sun. This energy comes from inside atoms; it is atomic energy.
- 3 Everyone and everything is made of atoms. You are, and so is this book. The whole of our ordinary world is made up of only ninety kinds of atoms. However, there are many more than ninety kinds of substance in the world, because atoms join together in many different ways to make many different substances. In the same way, although there are only twenty-six letters in the English alphabet they can be joined together in many different ways to make many different words.
- 4 Imagine taking a piece of copper and cutting it into the smallest possible pieces. Now imagine cutting those pieces somehow into still smaller ones, and then into still smaller ones again. Could this cutting go on for ever? No, because in the end we would come to pieces so small that they could not be divided and still remain copper. These, the smallest possible pieces of copper, would be atoms of copper.
- 5 Atoms are of different sizes, but all of them are very small—much too small to be seen. Indeed, they are so small that we cannot compare them with anything that is familiar to us. A

million atoms would fit into the full stop at the end of this sentence. There are 250 million atoms in a steel pin one inch long.

6 Most atoms stay as they are all the time. For example, the atoms in a piece of copper today are the same as they were thousands of millions of years ago, when the earth first came into existence, and we know that they will stay the same. A few kinds of atom, however, are always changing. Quite suddenly, one of these atoms will throw out a small piece, or particle, from its centre, or nucleus. As a result, it becomes a different kind of atom, a little smaller than before. Atoms which naturally behave in this way are called radioactive, and their change into smaller atoms is called decay.

One type of naturally radioactive atom is the atom of a metal called uranium. In ordinary life we do not see uranium, which is a very heavy metal with a dull silvery colour, but there is a lot of it in the earth's crust. All the time some of the atoms of this uranium are changing into other kinds of atom. When the earth came into existence there were about twice as many uranium atoms in it as there are now.

8 Uranium atoms usually change by throwing out particles from the nucleus of the atom. These particles are very much smaller than the rest of the nucleus. However, there are several kinds of uranium atom and one of them can easily be made to split into two atoms of about the same size. This splitting is called fission, and when it happens a lot of energy is given out. If many of these uranium atoms split at the same time, we get a very great deal of energy.

9 To make a uranium atom split, it must be hit by a very small nuclear particle called a neutron. We can use a special supply of neutrons for this, but there are always neutrons moving in the air which will do instead. If there is a lot of uranium together in one piece, the first atom to split will make other atoms split. This is because the splitting atom throws out two or three more neutrons which in turn make other atoms split. This is called a chain reaction. As each splitting atom can lead

to the splitting of two or three more atoms, the whole reaction spreads out like a rapidly burning forest fire. All this happens very quickly and because energy is given out each time one of the atoms splits, the total amount of energy being given out increases very rapidly. If the chain reaction is allowed to go on at its natural speed the result is an explosion. This is how the atomic bomb works. If we slow down the chain reaction, we get a great deal of heat more slowly, and we can use this.

- 10 This great amount of heat is produced in quite a different way from the heat which we get when we burn something. In burning, the heat comes from changes in the way that atoms are joined to other atoms. The atoms themselves remain the same. The energy coming from splitting atoms is millions of times greater, and the atoms themselves change. A piece of uranium the size of an orange will explode with as much force as 20,000 tons of ordinary high explosive and lay waste an entire city. Used for peaceful purposes, a piece of uranium can give as much energy as 47,000 times its weight of coal.
- 11 To control the chain reaction for peaceful purposes we build what is called a nuclear reactor. This contains rods of uranium metal separated from each other by other substances. These control how the neutrons spread out from the splitting uranium atoms in the rods. By controlling the spread of the neutrons we can control the chain reaction. This means that we can keep the reaction going at a steady rate.
- 12 One of the substances we put between the uranium rods makes the neutrons travel more slowly. This substance is called a moderator. It is usually graphite (pencil lead) or a special kind of water called heavy water. We also put special control rods into the reactor which stop some neutrons altogether. Usually these rods are made with boron or cadmium, both of which are metals. The more control rods there are in the reactor, the fewer will be the neutrons travelling through it, and the fewer will be the atoms split at any one time. By moving control rods in and out of a reactor we can therefore control the number of atoms that are splitting, and the amount of heat that is produced.

13 To use this heat we build a power station. In an ordinary electricity power station we burn fuel to get heat. This heat turns water into steam. The steam is then made to turn a turbine, and through the turbine a generator. From the generator we get electricity. In a nuclear power station we turn water into steam and then use this steam in the same way. However, instead of getting heat by burning fuel, we get it from the nuclear reactor.

14 Nuclear power stations are now in use in several countries, particularly America, Britain, and Russia. India has three nuclear reactors at Trombay Island, Bombay, which are being used for research. She is also, building her first two nuclear power stations at Tarapur, near Bombay in Maharashtra, and at Rana Pratap Sagar in Rajasthan. A third is to be built at Kalpakkam in Tamil Nadu. Pakistan plans a nuclear power station at Karachi. She is also building a research reactor in Islamabad, at a centre for advanced research and development.

15 Uranium is found in the earth's crust as ore. It is about as common as lead or zinc. This ore is mined and then chemically treated to get the pure metal. India has a uranium mine at Jaduguda in Bihar. In Africa there is a great deal of uranium ore, particularly in the Congo, but also in Kenya, Uganda, Malawi, Tanzania, Zambia and Rhodesia.

16 Besides uranium, we can use another metal, thorium, to give us nuclear power. When put in a reactor and hit by neutrons from uranium, thorium changes into uranium. This means that a reactor can be made to produce more uranium than it uses. Such a reactor is called a breeder reactor. As there is even more thorium than uranium in the earth's crust, breeder reactors open the way to still larger supplies of nuclear power. India and West Africa are two of the areas in the world that are richest in thorium.

17 In the modern world men use more and more power. Today the world as a whole uses about twenty-four times as much power as it did a hundred years ago. Even so, much of this extra power is only being used in a few countries. If all

of us are to have enough power, we need to have very much bigger supplies of energy than we have now. One way in which we can have these is by means of nuclear power. There is enough uranium and thorium in the world to give all the energy we need. By taming the atom, we should be able to make a better world for everyone.

**NOTES AND MEANINGS**

|                  |   |   |
|------------------|---|---|
| <b>nucleus</b>   | : | central part of something round which other parts are grouped                     |
| <b>turbine</b>   | : | engine or motor whose driving-wheel is turned by a current of water, steam or air |
| <b>generator</b> | : | a machine that generates electricity, steam, gas, etc.                            |
| <b>ore</b>       | : | rock, earth, mineral, etc., from which metal can be mined or extracted            |

**UNDERSTANDING THE TEXT****Section 1 (paragraphs 1—5)**

- Given below are eight sentences. Five of them are summaries of the paragraphs in this section. Pick them out and match them with the paragraphs.
  - (i) There are atoms of different sizes but they are all extremely small.
  - (ii) Man has always used the sun's energy.
  - (iii) We now have a source of energy that has not come from the sun—the atom.
  - (iv) We cannot go on cutting copper (for example) into smaller and smaller pieces for ever.
  - (v) Man has always used energy that has come, one way or another, from the sun.

- (vi) There are only about ninety kinds of atom.
- (vii) Atoms of copper (for example) are the smallest pieces into which copper can be divided without losing its properties.
- (viii) Atoms of about ninety kinds combine in different ways to make up all the things in our world.

## 2. *For discussion*

- (i) In paragraph 1 the author says that when we use electric power, burn petrol, etc., we are using energy that has come from the sun. How does the sun come into the picture?
- (ii) Is the author right in suggesting (in paragraph 2) that the sun and the atom have been man's only sources of energy? What about the power of underground steam? What is its source?

## Section II (paragraphs 6—10)

### 3. This section is mainly about

- (i) different kinds of atom and how some atoms are split.
- (ii) uranium and its properties.
- (iii) atomic fission and the energy produced by it.
- (iv) chain reaction and its effects.

4. What do radioactive atoms do that other atoms do not? How does this change these atoms?

5. What is decay? Name an atom that decays, and another atom that never decays.

6. Now we have only one-half of the uranium atoms present in the earth when it came into existence. What has happened to the other half? (Answer in less than ten words.)

7. What is fission—that is, what happens to the atom in fission? What does fission produce that is very important for man?

8. What must be done to make a uranium atom split? (Answer in 5-7 words.)
9. What does a splitting uranium atom do that causes neighbouring uranium atoms to split too? /
10. When a few splitting atoms in a lump of uranium cause more atoms to split and they in turn split other atoms, what is the process called? If this process is not checked, what happens as a result?
11. What kind of change (at the level of the atom) causes the heat given out in burning? What does not change? What is the cause of the energy produced in an atomic explosion?

### Section III (paragraphs 11-13)

12. What is the topic dealt with in paragraphs 11-13? Choose the best answer.
  - (i) How nuclear chain reaction is controlled to produce energy for man.
  - (ii) How a nuclear reactor works.
  - (iii) The scientific principle used to control a chain reaction.
  - (iv) How a nuclear power station works.
13. What is done in a nuclear reactor to prevent a chain reaction from developing into an explosion.
14. What substance is generally used to 'moderate' (slow down) the spread of neutrons? What substances are generally used to stop some neutrons?
15. How can the amount of heat produced in a nuclear reactor be controlled? (About 10 words.)

16. How does a nuclear power station work? Say in order what produces what, by filling in the blanks with the following :

electricity, heat, controlled atomic fission, movement, steam power

— produces — ; —  
produces — ; — produces —  
— ; — produces —

17. Name the machines that produce the following :

(i) controlled atomic fission (ii) movement from steam power  
(iii) electricity from movement.

18. What is the topic of paragraphs 14-17? Pick out the best of the statements below.

(i) Exploitation (making use) of atomic energy in the world and its relevance.  
(ii) What different countries are doing with regard to atomic energy.  
(iii) Where uranium and thorium ore are to be found and how thorium can be used  
(iv) How to build a better world by taming the atom.

19. Four of the seven items given under B below indicate the topics dealt with in paragraphs 14-17. Match them with the right paragraphs.

A

para

14 (i) Thorium as an alternative to uranium  
15 (ii) Africa as the best source of uranium

B

16. (iii) Nuclear power stations and reactors in some countries,  
 17. (iv) Where uranium is found.  
 (v) The relevance of nuclear power in today's world.  
 (vi) What a breeder reactor is.  
 (vii) The great demand for energy in the world.
20. What other metal (besides uranium) can be used to produce nuclear power? In the breeder reactor what is done to this metal to effect the change?

#### USAGE 4

Look at the following sentences.

- 1 He refused to *answer* me
- 2 They *attacked* the town
- 3 The animal *resembled* a rat

The italicised verbs—*answer*, *attacked*, *resembled*—are transitive in English and usually a preposition is not used after these verbs. Therefore, it is wrong to say

- ✗ He refused to answer *to* me.
- ✗ They attacked *against* the town.
- ✗ The animal resembled *to* a rat

Some other transitive verbs which do not usually take prepositions are : approach, ask, enter,

#### Exercise

Some of the following sentences are wrong. Correct them.

1. The robber attacked the traveller with a stick.

2. As I approached to him he turned and walked away.
3. The policeman asked to the motorist to move his car.
4. In shape, the object resembled an egg.

## SPELLING 4

Very often we face this problem—Do we write PLANING or PLANNING? TRAVELING or TRAVELLING?

Here is a rule to guide you. First, look at the word. It might have one syllable (e.g. 'bat, 'split) or it might have two or more syllables with the accent on the last syllable (e.g. cont'rol, for'get, oc'cur)?

Next notice that these words (bat, split, control, occur and forget) also end in a single consonant (like *t*, *l* or *r*) before which comes a single vowel (like *a*, *e*, *i*, *o*, or *u* ).

In such words the final consonant is generally doubled when a suffix (like *-ed*, *-ing*, *i-ence*, etc.) that begins with a vowel is added.

### Examples

|         |                  |                    |
|---------|------------------|--------------------|
| bat     | batted           | batt <i>ing</i>    |
| split   | split <i>ted</i> | split <i>ting</i>  |
| control | controlled       | controlling        |
| forget  | —                | forget <i>ting</i> |
| occur   | occurred         | occurring          |

Pick out the words from the list given below that have their last letter doubled when they have *-ed*, *-ing*, or *-ence* added as a suffix.

|       |       |          |         |      |
|-------|-------|----------|---------|------|
| beg   | refer | complain | spot    | run  |
| track | incur | transfer | compel  | bed  |
| sin   | print | accept   | prolong | sing |

**SPEECH 4**

|                    |               |              |
|--------------------|---------------|--------------|
| I. generator,      | 'posthumous,  | 'resonant    |
| II. de'parture,    | co'nnexion,   | tra'dition   |
| III. million'aire, | uncon'cerned, | misde'meanor |

The first three words above are stressed on the first syllable, the second three on the second syllable, the last three on the third syllable.

*Exercises*

Here are some words from the lesson. Mark the stress for each word :

|          |           |         |            |
|----------|-----------|---------|------------|
| alphabet | existence | uranium | substances |
| neutrons | explosion | reactor | different  |

**WRITTEN WORK 4: PARAGRAPH-WRITING****Order—Sequence of sentences**

1. The topic of the paragraph has to be developed by giving examples, adding details, etc. This development, as we shall soon see, should follow an order.

**Read the following paragraph:**

Now the snarling grizzly turned towards Malcolm. The first blow took off his hair in one piece like a wig, most of his scalp going with it. She grabbed him with both paws and squeezed him against her chest. Then he was rolling over, clutched by the bear. As she bent to rip into his neck and shoulder with

her teeth, Malcolm freely jabbed with his fist at her sensitive nose. The smell of blood and bear nauseated him. The dizzying motions stopped when they reached the gully bottom. His jabs had no effect. The bear raked his face repeatedly.

You recognise the paragraph above, don't you? It is from 'No Time for Fear'. But it has been 'rewritten', and it does not make much sense. That is because the rewritten paragraph does not follow *any order* at all.

The paragraph is narrating an incident, so if the reader is to follow the happenings, he will have to be told what happened first, what happened next, what happened then, and so on, in the proper sequence.

- (i) (What happened first?) The snarling grizzly turned towards Malcolm.
- (ii) (What did she do?) She grabbed him with both paws and squeezed him against her chest.
- (iii) (This closeness to the animal brought the smell of bear and its wound brought the smell of blood to Malcolm—and so) The smell of blood and bear nauseated him.
- (iv) (After squeezing him, what did the bear do?) It swatted at him....
- (v) (This was the first blow, and) This first blow took off his hair...
- (vi) (What happened then?) Then, he was rolling over.....
- (vii) (This was the *dizzying motion*) The dizzying motions stopped when he reached the gully bottom.
- (viii) (Then, what did the bear do?) She raked his face repeatedly.
- (ix) (After this, what more did she do and what was Malcolm's reaction?) As she bent.....Malcolm freely jabbed...
- (x) (But) His jabs had no effect.

This is the sequence of events, and the writer has got to convey this sequence when he is narrating events. An ordering of this sort is called the *sequential order* or the *chronological order*

2. Now, look at paragraph 4 in 'Taming the Atom'. The writer, here, is explaining a difficult concept—the concept of atoms, to readers who might not know much about it. To make the explanation clear and simple, he is arranging his sentences so that they lead from a familiar concept to an unfamiliar one. This is another kind of order, the *conceptual order*.

Now, see which of the paragraphs in the present lesson 'Taming the Atom' have similar arrangements of sentences. Remember that there are two other difficult concepts explained in the unit—the concepts of Radio-activity and Fission.

#### *Exercise 1*

Look at the following sentences of a paragraph. Do the sentences follow a logical order? If they do not, rearrange them. Rewrite the sentences in paragraph form.

1. Take a spoonful of custard powder and mix it in the half tumbler of milk.
2. Take half a tumbler of milk separately.
3. Keep stirring the milk while you pour the half tumbler of custard mixed with milk, into it, so that lumps might not form.
4. When it is thoroughly mixed slowly pour the mixture into the bowl of milk heating on the stove.
5. Keep the bowl of milk mixed with custard on the stove until it is quite thick.
6. Take a bowl of milk.
7. Let the heated custard cool.
8. When it is thoroughly cooled cut whatever fruits you would like in the custard and put the cut pieces into it.
9. Light the stove and keep the rest of the milk in the bowl on it and heat it over a slow fire.

*Exercise 2*

The lesson 'Taming the Atom' talks mostly about the use of atoms for peaceful purposes. But atoms have also been used for making the atomic bomb. Given below, in the form of data, is the horrible story of what the first atomic bomb did. Develop it into a paragraph.

|                     |   |
|---------------------|---|
| place               | : Hiroshima in Japan  |
| time                | : morning—6 August 1945   |
| No. of bombs used   | : just a small one  |
| strength            | : the equivalent of 20,000 tons of high explosives  |
| destruction         | : 100,000 people killed (What is the population of your town? How many such towns were wiped out?) 40,000 injured more than two-thirds of the buildings destroyed |
| an idea of the heat | : telegraph poles about 4 kms from the centre of explosion burnt  |

## 5. My Struggle for an Education

BROOKER T. WASHINGTON

- 1 ONE day, while at work in the coal mine, I happened to overhear two miners talking about a great school for coloured people somewhere in Virginia. This was the first time that I had ever heard anything about any kind of school or college that was more pretentious than the little coloured school in our town.
- 2 As they went on describing the school, it seemed to me that it must be the greatest place on earth. Not even Heaven presented more attractions for me at that time than did the Hampton Normal and Agricultural Institute in Virginia, about which these men were talking. I resolved at once to go to that school, although I had no idea where it was, or how many miles away, or how I was going to reach it. I was on fire constantly with one ambition, and that was to go to Hampton. This thought was with me day and night.
- 3 In the fall of 1872, I determined to make an effort to get there. My mother was troubled with a grave fear that I was starting out on a "wild-goose chase". At any rate, I got only a half-hearted consent from her that I might start. I had very little money with which to buy clothes and pay my travelling expenses. My brother John helped me all that he could; but, of course, that was not a great deal.

4 Finally the great day came, and I started for Hampton. I had only a small cheap satchel that contained the few articles of clothing I could get. My mother at the time was rather weak and broken in health. I hardly expected to see her again, and thus our parting was all the more sad. She, however, was very brave through it all

5 The distance from Malden to Hampton is about five hundred miles. By walking, begging rides both in wagons and in the cars, in some way, after a number of days, I reached the city of Richmond, Virginia, about eighty-two miles from Hampton. When I reached there, tired, hungry, and dirty, it was late in the night.

6 I had never been in a large city, and this rather added to my misery. When I reached Richmond, I was completely out of money. I had not a single acquaintance in the place; and, being unused to city ways, I did not know where to go. I asked at several places for lodging, but they all wanted money, and that was what I did not have. Knowing nothing else better to do, I walked the streets.

7 I must have walked the streets till after midnight. At last I became so exhausted that I could walk no longer. I was tired, I was hungry, I was everything but discouraged. Just about the time when I reached extreme physical exhaustion, I came upon a portion of a street where the board sidewalk was considerably elevated. I waited for a few minutes till I was sure that no passers-by could see me, and then crept under the sidewalk and lay for the night on the ground, with my satchel of clothing for a pillow. Nearly all night I could hear the tramp of feet over my head.

8 The next morning I found myself somewhat refreshed, but I was extremely hungry. As soon as it became light enough for me to see my surroundings, I noticed that I was near a large ship. It seemed to be unloading a cargo of pig iron. I went at once to the vessel and asked the captain to permit me to help unload the vessel in order to get money for food. The

captain, a white man, who seemed to be kind-hearted, consented. I worked long enough to earn money for my breakfast; and it seems to me, as I remember it now, to have been about the best breakfast that I have ever eaten.

9 My work pleased the captain so well that he told me I could continue working for a small amount per day. This I was very glad to do. I continued working on this vessel for a number of days. After buying food with my small wages there was not much left to pay my way to Hampton. In order to economize in every way possible, I continued to sleep under the sidewalk.

10 When I had saved enough money with which to reach Hampton, I thanked the captain of the vessel for his kindness, and started again. Without any unusual occurrence I reached Hampton, with a surplus of exactly fifty cents with which to begin my education. The first sight of the large, three-storey, brick school building seemed to have rewarded me for all that I had undergone in order to reach the place. The sight of it seemed to give me new life.

11 As soon as possible after reaching the grounds of the Hampton Institute, I presented myself before the head teacher for assignment to a class. Having been so long without proper food, a bath, and change of clothing, I did not, of course, make a very favourable impression upon her. I could see at once that there were doubts in her mind about the wisdom of admitting me as a student. For some time she did not refuse to admit me, neither did she decide in my favour. I continued to linger about her, and to impress her in all the ways I could with my worthiness. In the meantime I saw her admitting other students, and that added greatly to my discomfort. I felt, deep down in my heart, that I could do as well as they, if I could only get a chance to show what was in me.

12 After some hours had passed, the head teacher said to me, "The adjoining recitation room needs sweeping. Take the broom and sweep it."

13. It occurred to me at once that here was my chance. Never did I receive an order with more delight.
14. I swept the recitation room three times. then I got a dusting cloth, and I dusted it four times All the woodwork around the walls, every bench, table, and desk, I went over four times with my dusting cloth Besides, every piece of furniture had been moved and every closet and corner in the room had been thoroughly cleaned. I had the feeling that in a large measure my future depended upon the impression I made upon the teacher in the cleaning of that room. When I was through I reported to the head teacher, She was a "Yankee" woman who knew just where to look for dirt. She went into the room and inspected the floor and closets, then she took her handkerchief and rubbed it on the woodwork about the walls, and over the table and benches When she was unable to find one bit of dirt on the floor, or a particle of dust on any of the furniture, she quietly remarked, "I guess you will do to enter this institution".
- 15 I was one of the happiest souls on earth. The sweeping of that room was my college examination. I have passed several examinations since then, but I have always felt that this was the best one I ever passed...

## NOTES AND MEANINGS

BROOKER T. WASHINGTON (1856-1915)- black American educator and racial leader. He founded the Tuskegee Institute for black students. His autobiographical works are: *The Story of My Life and Work*, Up from Slavery, My Larger Education.

|                  |   |
|------------------|---|
| Virginia         | : a State in the United States, on the Atlantic coast     |
| pretentious      | : claiming great merit or importance                      |
| Hampton          | : a city in Virginia, United States of America            |
| fall             | : autumn  |
| wild-goose chase | : a foolish, useless activity                             |
| Malden           | : the author's home-town                                  |
| tramp            | : the sound of heavy footsteps                            |
| pig-iron         | : a mass of iron extracted from ore and shaped in a mould |
| closet           | : cupboard  |
| Yankee           | : a native of one of the Northern States of America       |

## UNDERSTANDING THE TEXT

### Section I (paragraphs 1-7)

1. On the basis of this section say whether the following statements about the author are true, probably true, false, or probably false. (Give reasons. Where possible, pick out a sentence or two from the text to support your answer.)

- (i) He was a Negro
- (ii) He was very intelligent.
- (iii) He was used to hardships
- (iv) He was adventurous.
- (v) He was too proud to beg anyone for any favour.

2. From paragraph 2 what impression do you get about the coloured school in the author's town? That it was

- (i) an ordinary school.
- (ii) an excellent school.
- (iii) run by coloured people.
- (iv) brightly painted.

3. Pick out three sentences from paragraphs 1, 3 and 4 which suggest that the author came from a financially and educationally backward family

4 The author's mother thought he had better not go to Virginia because

- (i) he had never been to any large city
- (ii) his goals seemed too high to achieve.
- (iii) she was afraid she would be left without anyone to look after her.
- (iv) she thought little of education.

5 How far is Richmond from his hometown? (paragraph 5)

- (i) About 500 miles.
- (ii) About 80 miles.
- (iii) About 420 miles.
- (iv) We cannot say.

6. It took the author several days to reach Richmond because

- (i) he had to walk or depend largely on free rides.
- (ii) he did not know how to get to Virginia.

(iii) no one helped him on the way  
 (iv) he worked to meet his travelling expenses.

7. What time of the day did the author reach Richmond? Why did he look for oil reaching there? Why could he not get it?

8. The author's first experience with a large city was

- (i) unpleasant.
- (ii) horrifying.
- (iii) exciting.
- (iv) very pleasant.

### Section II (paragraphs 8-15)

9. On the basis of this section say whether each of the following statements is true, probably true, false, or probably false. (Give reasons. Where possible, pick out a sentence or two from the text to support your answer.)

- (i) Mr Washington was very careful in spending money.
- (ii) He hated white people.
- (iii) He stayed on in Richmond because he liked the captain very much.
- (iv) He considered his admission to the Hampton Institute one of the most memorable events in his life.

10. Guess why the author thinks that his first breakfast in Richmond was the best he had ever eaten. Choose the best answer.

- (i) This was the first time he worked and earned his breakfast.
- (ii) The breakfast he bought was from a very good hotel.
- (iii) He was extremely hungry.
- (iv) This was the first time he ate food from a city hotel.

11. Why did the author choose to sleep under the sidewalk even when he started earning money?

- (i) He found it comfortable.
- (ii) As he was new to the city of Richmond he did not know where to look for a lodging place.
- (iii) The sidewalk was near the harbour
- (iv) With the money he earned daily he could not have taken up a lodging and bought food.

12. The author says that when he reached Hampton he had exactly fifty cents to begin his education with. He means

- (i) that although he worked for several days at Richmond the pay he got did not in any way help him in his struggle for an education
- (ii) that though not a big sum, it enabled him to make a start.
- (iii) that he had no money for beginning his education
- (iv) None of these.

13. Why did the head teacher hesitate to admit the author? Choose the best answer

- (i) She guessed that he was not bright enough to study at the school.
- (ii) He was not accompanied by his guardian.
- (iii) She probably did not like coloured children
- (iv) His appearance made her feel that he would not perhaps make a good student.

14. How did the author show the head teacher that he was earnest about admission? Choose the best answer.

- (i) He waited patiently for several hours and tried to please her.
- (ii) He requested her again and again.
- (iii) He tried some tricks.
- (iv) He cleaned the room and surroundings

15. What quality in the author impressed the head teacher most?

- (i) Obedience.
- (ii) Humility.
- (iii) Thoroughness in work.
- (iv) Intelligence.

16. Why was the author delighted when the head teacher asked him to sweep the recitation room? Choose the best answer.

- (i) He felt that sweeping a room was an easy test.
- (ii) He felt that this was his chance to impress her.
- (iii) He thought that he would get some money as payment.
- (iv) He considered this to be better than being turned away.

17. Here are a few statements about the head teacher. Say whether they are true or false. Or say, "We can't be sure."

- (i) She was very proud.
- (ii) She was looking for an excuse to send the author away.
- (iii) She was not easily satisfied, but fair nevertheless.
- (iv) She favoured rich children.
- (v) She did not know how to distinguish between bright students and dull ones.
- (vi) She was kind-hearted.

18. Guess how well the author did in his studies. Pick out hints from the text.

19. For discussion

- (i) What is the secret of the author's success in his struggle for an education?
- (ii) Which of the following comments fit the author, on the basis of the text?

- (a) Brooker was hard working.
- (b) He did not care for his mother.
- (c) He had great courage and determination.
- (d) He was stingy.
- (e) He tried to do well whatever he did.
- (f) He was a genius.
- (g) He was a man of quick decision
- (h) He was humble.

## USAGE 5

I presented myself before the teacher

They described the school

I reached the city of Richmond.

The verbs 'present', 'describe', 'reach' take objects in order to be complete. Such verbs are called transitive verbs. You cannot say:

- ✗ I presented before the teacher.
- ✗ They described.
- ✗ I reached.

If you do, then your hearer will say: What did you present? What did they describe? Where did you reach?

*Note:* When you want to find out whether a verb is transitive (v.t.) or intransitive (v.i.) look up the dictionary.

### *Exercise*

Correct each of the following sentences by adding any word or words that you think are necessary.

1. I will help the poor to educate
2. The picnic was fun. I enjoyed
3. He went to the door and opened carefully.
4. She took her handkerchief and threw on the floor
5. He told that he was coming.

### PUNCTUATION 5

The hyphen (-) performs two functions:

1. It divides a word into syllables (e.g. tar-get or bul-lock) when you reach the end of a line in writing or typing and the whole word cannot be fitted in, e.g.

We were walking down the road when we suddenly reached a clearing.

2. It joins together two or more words (e.g. twenty-six, mother-in-law, wild-goose) to form a single compound word or expression. [But notice that compound words like headmaster, classroom, tablecloth, etc., are not hyphenated.]

Compounding, or joining together, is done:

- (i) for clarifying the meaning of an expression e.g. 'walking stick' means a stick that walks, but 'walking-stick' means a stick used as a help in walking. 'Great-grandchild' shows the relationship between the two persons, but 'great grandchild' means that the person's grandchild is great.
- (ii) if a phrase has to be used as an adjective or a noun.  
e.g. 'a happy-go-lucky person', 'a self-contained', 'a get-together', or 'a hide-out'
- (iii) while writing the numbers from twenty-one to ninety-nine, and for ratios like one-third, four-sixths, etc.

In the sentences given below hyphenate the words you think necessary

- 1 John's devil may care attitude won't take him very far in life.
- 2 Their son in law is twenty eight years old
3. They are teaching their two year old daughter how to swim.
4. Two-thirds of the time was spent in a heart to heart chat with Rita.
5. The actress was very self conscious.

## SPEECH 5

In compound words only one part of the word is stressed. Usually, but not always, it is the first part that is stressed. For example in 'household' 'house' is stressed and 'hold' is not.

Here are some examples of compound words which have the stress on the first part:

|             |            |             |
|-------------|------------|-------------|
| 'anything   | 'goldsmith | 'backbone   |
| 'north-west | 'half-hour | 'long-lived |

In the last lesson you had a compound word which has its second part stressed--radio'active'

### *Exercise*

Find five compound words from the lesson and mark the stress.

**WRITTEN WORK 5: PARAGRAPH-WRITING****Order and Development**

1. In the last lesson we saw how important it is to develop a paragraph in an appropriate order. Now, look at the following paragraph which describes an interesting insect.

**THE PRAYING MANTIS**

The praying mantis is usually about three inches long, but there are also several smaller and larger varieties. It is a night-marish insect, with a very long narrow body and neck, a queer ugly head shaped like a triangle, bulging eyes, and a pair of long antennae or 'feelers'. The wings are long and narrow, but widening at the ends; when the insect is resting they are folded neatly over the back, one over the other, and then they look almost like a single wing, giving the creature the appearance of wearing a long robe. When expanded, however, it is seen that the wings number four, and that they are elegantly shaped and semi-transparent. The colouring is usually either a bright clear light green, or a drabby tint; and some mantis have gaily coloured and prettily marked wings. The legs are of the daddy-long-legs type, but the two front limbs are slightly thicker, have strong spines like thorns on them, end in wicked-looking nippers, and are always held up in a curiously devout, praying attitude.

Notice how the writer starts with a general description of the insect and then moves on to specific details. Notice also how he goes step by step from one phase of the description to the next.

**Exercise 1**

Given below are the sentences which make up a description of a gorilla. They are scrambled. Rearrange them in a logical order and rewrite the paragraph.

1. The nose is flattened above sneering lips which hide daggerlike fangs and powerful teeth.
2. Like all the ape family, the gorilla has no tail.
3. The complexion is black, like patent leather treated with oil.
4. Fully grown, the gorilla attains a height of more than six feet and weighs well over 475 pounds.
5. When walking in the shadows on all fours, the gorilla resembles more than anything a huge, shaggy dog with the shoulders of a bull and the head of a man.
6. The forehead slants to protruding brows that shelter close-set eyes, quiet, studious and solemn.
7. Nails of the toes and fingers, although black, are like yours and mine.
8. A heavy coat of black fur covers him from head to foot.
9. He has no claws.

### *Exercise 3*

As you know, Brooker T. Washington became a famous educationist and a great leader of his people. Suppose a biographer of Washington requests the old head teacher of the Hampton Institute to write to him about her impression of Brooker when he first went to her for admission to the Institute. Imagine you are the head teacher. Write in a paragraph a description of Brooker when you first saw him and the impression you had of him.

## 6. Australia's Rabbit Problem

### *How an Innocent Act changed the Face of a Continent*

- 1 THE acorn produces the oak, and big things grow from small ones. Here is the remarkable but true story of how an apparently trivial incident a hundred and fifty years ago, grew into a great oak of a problem, the concern of a whole continent and the anxiety of a nation.
- 2 Sometime near the beginning of the last century, a native of Somerset, with his wife and family, emigrated to Tasmania, the island off the southernmost tip of Australia. In the main, he found the country a paradise, and he thrived. But there was one thing he missed—a thing he had enjoyed in England, and badly wanted to enjoy here—rabbits.
- 3 If only he had realised it, he could not have longed for a more dangerous animal, but of course, he was not to know this. And so, at the first opportunity, he set about remedying this shortage of rabbits, without having any idea that in doing so he was moulding the future of his new land.
- 4 He wrote to England, and after a long wait—for in those days ships to Australia were very rare—he received a number of rabbits, in fact twenty-four.
- 5 Now, unlike the more famous but less important four and twenty blackbirds, the settler's rabbits did not go into a pie. It would have been better for all if they had done so. Instead,

they were treated as pets, allowed to multiply and, a few years after their arrival, some of their descendants were taken over to the still rabbitless mainland of Australia, and there set free

6 Now, even if matters had remained at that, it is just possible that one of Australia's greatest problems would not have arisen. But soon after these natives of British warrens were transplanted to Australia, still more rabbits were brought over and turned loose. And, in 1859, a settler named Thomas Austin released a couple of dozen on his land near Geelong.

#### THE BROWN-FURRED INVASION

7 Five years later, the same man was bitterly regretting his action, but he was too late. With dogs, guns and a big following of farm-hands, he managed one year to destroy nearly twenty thousand descendants of his original twenty-four rabbits—creatures that attacked crops and ate up the grass mercilessly. Yet having done so, he estimated that he had been forced to leave untouched another ten thousand!

8 Those ten thousand, he knew very well, would soon multiply into scores of thousands more, and there were, at the same time, in other places, thousands more rabbits descended from the Tasmanian ones.

9 Yet, in spite of having this warning before them, there were many Australian farmers who could not, or would not, see what a menace this brown-furred invasion really was. Indeed, far from seeing the danger, there were even some people who wanted to encourage the rabbits.

10 Very soon after Settler Austin's fruitless attempt to free his land from rabbits, a magistrate actually fined a man ten pounds for shooting a couple of rabbits on another farmer's land. Yet only two years after winning his case against this "poacher," that very same farmer was having to spend at the rate of £5,000 a year in a hopeless attempt to exterminate the animals which, by now, were over-running his land.

11 In 1879 the rabbits, now grown to an immense army, crossed the Murray River and began their assault on New South Wales and South Australia. Here they quickly established themselves in spite of all efforts to wipe them out. Then they sent several millions of their number to invade Queensland.

12 A year later, New South Wales declared war on them. At first the ordinary, voluntary system of enlisting men who were eager to help themselves by exterminating the pest, was relied upon. But this was only partly successful. Casualties among the rabbits were certainly heavy, but not nearly heavy enough. Dogs and shooting did not prove sufficiently drastic.

13 So, in 1883, New South Wales passed the Rabbit Nuisance Act, which made it compulsory for every farmer to destroy all the pests possible.

#### WAR AGAINST THE PEST

14 A great campaign for their destruction now began. "The pest," warned one statesman, "has multiplied by the million. Vast areas of grassland have been eaten bare, leaving land wide open to the danger of soil erosion." (That is, the danger of the soil's being washed or blown away when the grass was destroyed.) "The paddocks, too," he added, "are bare earth, and the bark of the fruit trees is eaten away, destroying the trees!"

15 It was a call to arms. Water holes were fenced against the rabbits so that they should get nothing to drink. Dogs, cats, guns, ferrets, traps and poison—in fact every known means of destruction—were employed against the enemy. Millions of rabbits were destroyed, and in order to destroy them more than a million and a half pounds were spent. But still the main body of the creatures remained untouched!

16 Then another alarm was sounded. Wave upon wave of the animals were reported to be moving to the West. Western Australia now mobilised its resources to meet the menace.

17 The first line of defence planned was an army of cats ! Toms and tabbies of all breeds and ages were gathered together and flung into the invasion area.

18 At first, as you can imagine, the cats found life good ! They attacked rabbits, killed and ate them, then attacked more—and ate those. But while they were digesting them, still more rabbits appeared, until at last the cats ceased to regard them as their prey, and merely looked upon them as bores !

19 The climax came when cats and rabbits were found living peaceably together in the same burrows ! The faith of Western Australia in the power of the cat rapidly fell to nothing. Here and there a voice still cried, in what was rapidly becoming a real wilderness, in praise of the wild-cat policy. These people thought that if the cats were only given time, they would feed on baby rabbits and so the race of rabbits would die out. Perhaps it would have done so—if the cats could have been given time. But, unfortunately, there was no time to give them....

## LONGEST FENCE IN THE WORLD

20 The pest swept westward, ever nearer the heart of Western Australia. By now, something like a national emergency was at hand, and at last the government, remembering how almost every other form of defence had failed, decided to act in an altogether original manner.

21 The order therefore went out, to fence off Western Australia against the rest of the country, and so put up a barrier against the oncoming army of rabbits !

22 When people heard this order, they wondered whether their ears were deceiving them. They read it—and doubted their eyes.

23 Fence off Western Australia, from Esperance to Port Hedland ? The distance was over a thousand miles ! It was

fantastic—but so, too, was the rabbit menace. Who could have thought that such a timid, “harmless” creature could do so much damage. Fencing would be incredibly expensive yet it would be cheap compared with the further damage the rabbits would do if they once became established in Western Australia. It was, indeed, an impressive scheme, this thousand-mile-long fence, but it was full of difficulties. One of the biggest was the problem of looking after the fence when it was built. If one single hole appeared in it, anywhere along its amazing length, or if one solitary gate were left open through carelessness, then the whole thousand miles might just as well not exist.

24 These dangers, however, were foreseen and provided for. It was decided to form a body of fence-riders, men with the loneliest job in the world, riding hundreds of miles across empty country, all the time eyeing a wire fence for holes and open gates, closing both, and for days, or even weeks, never meeting a soul. Being a fence-rider was a job for a superman.

25 But first there was the fence itself to be built—the Fence, for, of all barriers, this deserves a capital letter. And at last it was built—stretching one thousand, one hundred and thirty-nine miles across a continent, over hills and valleys, agricultural land and desert; plunging into forests and stretching over limitless plains, a stupendous undertaking of wire-netting, forty-two inches high and of one-and-a-quarter-inch mesh. It was officially called “Number One Rabbit Proof.”

26 But before it was finished, the rabbits were well established on both sides of it !

#### THE DANGER UNDER CONTROL

27 There should be a memorial somewhere to those Western Australia statesmen. At least where rabbits were concerned they forgot about arguing, and went all out for the State as a whole, whatever political party they belonged to. For, to them, the idea that a rabbit’s blind instinct should defeat a man’s cool, reasoning intelligence was unthinkable.

28 The rabbits were past the fence; therefore, a second fence was begun immediately. "Number Two Rabbit Proof" was built a hundred miles to the west of Number One—abandoning a hundred thousand square miles of territory to the enemy. It was a little shorter than the first fence, but similar in every other way—including the fact that before it was finished, the rabbits had already reached the other side of it!

29 By now, the failure to stem the animal tide was becoming very serious indeed, but the determination of the government grew with each setback. And so, "Number Three Rabbit Proof" was stretched out, to the west of Number Two!

30 Thus there were three great engineering undertakings, costing vast sums, each of which came into existence because of a few dozen "pretty bunnies" that were released to run wild years before. But Rabbit Fence Number Three did, at last, make an impression on the vermin. Numbers One and Two acted as preliminary "filters," and so the danger was finally brought under control.

31 Yet even Number Three fence does not altogether satisfy the farmer, even if he lives on the right—that is, the western—side of it. Apart from its great cost and, that of the other two, and apart from the fact that its twenty fence-riders have to carry out repairs to damage by stock and fire at a further cost of six or seven thousand pounds a year, there is still another disturbing factor. There are rabbits even inside Number Three!

32 And yet, these three fences are not failures. The rabbits have penetrated all three defences, but the numbers inside are not nearly so large as those outside, and they can be managed and kept under control without a great deal of difficulty.

33 Outside the fence there are millions that would like to get through the meshes but cannot, and as far as Western Australia is concerned, there they will remain, until some new and

even more effective way of extermination comes along and makes the world's three longest fences unnecessary.

34 When that happens, no one will welcome the chance to scrap them more than the Australians who have suffered so much in time and money from the thoughtless actions of early settlers a hundred years ago

## NOTES AND MEANINGS

|                               |   |
|-------------------------------|---|
| acorn                         | : the seed of the oak tree. The acorn is very small but it grows into a very big tree.  |
| Somerset                      | : an English county   |
| trivial                       | : unimportant   |
| thrived                       | : prospered, succeeded very well  |
| four and twenty<br>blackbirds | reference to a children's song .<br>Sing a song of sixpence<br>Pocket full of rye,<br>Four and twenty blackbirds<br>Baked in a pie. |
| warren                        | : an area of land full of burrows in which rabbits live   |
| Geelong                       | : the second largest city and port of Victoria, in South East Australia   |
| poacher                       | : one who shoots small animals, birds, etc, on someone else's property  |
| exterminate                   | : destroy completely  |
| New South Wales               | : the South Eastern State of Australia  |
| Queensland                    | : the North Eastern State of Australia  |
| enlisting                     | : taking (someone) into the armed forces  |
| paddocks                      | : small grass fields  |
| ferrets                       | : small animals which are used for driving rabbits out of their burrows   |
| mobilised                     | : collected together in order to use  |
| tom                           | : a male cat  |
| tabby                         | : a female cat (with grey or brown stripes)   |
| Esperence                     | : a town in the deep south of Western Australia   |
| stupendous                    | : amazing, tremendous   |
| vermin                        | : wild animals (here rabbits) harmful to plants etc.  |

**UNDERSTANDING THE TEXT****Section I (paragraphs 1-6)**

1. In this section the author aims to
  - (i) introduce us to some men of the last century who kept rabbits as pets.
  - (ii) tell us that rabbits are one of Australia's greatest problems.
  - (iii) tell us about the beginnings of the rabbit problem in Australia.
  - (iv) prove that the rabbit is a dangerous animal in Australia.
2. It is clear from this section that
  - (i) about a hundred and fifty years ago Australia was free from pests.
  - (ii) rabbits came to Australia in merchant ships unnoticed by anyone.
  - (iii) the rabbit was introduced into Australia as a pet.
  - (iv) the rabbit problem is both very recent and very serious in Australia.
3. On the basis of the first paragraph what do you expect in this essay ?
  - (i) Some true stories illustrating how big problems grow from small ones.
  - (ii) A true story about a small problem and a big problem
  - (iii) A true story about how a big problem grew from a small cause.
  - (iv) A description of the rabbit problem in Australia.
4. In paragraph 2 it says : "In the main, he found the country a paradise. . ." 'The country' refers to
  - (i) Tasmania
  - (ii) Australia.
  - (iii) England.
  - (iv) Rural areas.

5. Pick out an ironic expression or statement in paragraph 3.
6. "These natives" in paragraph 6 refers to
  - (i) Australian rabbits.
  - (ii) the men who migrated from England to Australia.
  - (iii) the original inhabitants of England.
  - (iv) the twenty-four rabbits brought to Australia from England.

### Section II (paragraphs 7-13)

7. What action did Thomas Austin regret bitterly ?
  - (i) Turning several rabbits loose on his land.
  - (ii) Treating rabbits as pets.
  - (iii) Killing rabbits.
  - (iv) Bringing rabbits from England.
8. One of the main reasons why the rabbit problem in Australia went out of control was that in the early stages
  - (i) shooting rabbits was a punishable crime.
  - (ii) not all people realised how serious a problem the rabbits were.
  - (iii) some farmers found it enjoyable and profitable to raise rabbits.
  - (iv) no one realised that the rabbits attacked crop and ate grass.
9. Why has the author put the word 'poacher' in inverted commas ?
  - (i) He is quoting it from another writer.
  - (ii) It was not really a case of poaching because what the men killed was everybody's enemy.

- (iii) In those days killing rabbits was not considered to be poaching.
- (iv) The author wants to emphasise that word.

### Section III (paragraphs 14-19)

10. This section tells us

- (i) how useless it was to fight rabbits.
- (ii) how fast rabbits multiply.
- (iii) about the problems the rabbits created and the first attempts to deal with them
- (iv) how much money was spent on getting rid of rabbits

11. What exactly did the rabbits do that harmed farms and how did it affect the soil ?

12. Where were cats used on a large scale to fight rabbits ?

- (i) In New South Wales.
- (ii) All over Australia.
- (iii) In Western Australia.
- (iv) In Southern Australia.

13. Why did the 'wild-cat policy' fail ?

- (i) The cats were not interested in rabbits, but in rats.
- (ii) Cats were not good at catching rabbits as the rabbits lived in burrows.
- (iii) The cats were not given enough time.
- (iv) There were too many rabbits, and the cats gradually lost interest.
- (v) (i) and (iii).

## Section IV (paragraphs 20-26)

14. This section is about

- (i) why the longest fence in the world failed to keep off rabbits
- (ii) why the usual forms of defence did not succeed
- (iii) the advantage of a fence over other forms of defence.
- (iv) how the longest fence in the world came to be built and was looked after.

15. The government decided to fence Western Australia against rabbits because

- (i) no other forms of defence seemed to succeed.
- (ii) the other forms of defence were harmful to either crops or other animals
- (iii) this was cheap compared to other forms of defence.
- (iv) this was sure to keep rabbits off Western Australia.

16. How did the people of Australia react to the government order when they were told about it ?

- (i) With happiness.
- (ii) With disbelief.
- (iii) With anger.
- (iv) With amusement.

17. What made a fence-rider's job extremely difficult?

- (i) A fence-rider had to ride dozens of miles every day.
- (ii) He had to eye all parts of the fence very carefully.
- (iii) He might not meet anyone for weeks.
- (iv) All the above.
- (v) (ii) and (iii).

**Section V (paragraphs 27-34)**

18. In this section the author says that now rabbits are under control

- (i) all over Australia.
- (ii) in certain farms in Eastern Australia
- (iii) in Western Australia.
- (iv) only in those farms which have a good fence around.

19. The author thinks that "there should be a memorial to those Western Australia statesmen". Why ?

- (i) They tried very hard to meet the rabbit menace.
- (ii) They thought up an original way of defending Australia against rabbits.
- (iii) They met the rabbit problem through cool, reasoning intelligence.
- (iv) They forgot their political differences to solve the rabbit problem.

20. What annoyed the farmers inside the third fence most?

- (i) The great cost of making the fence.
- (ii) The great cost of looking after the fence.
- (iii) The rabbits inside the third fence
- (iv) The lack of freedom to move about.

21. Australians would like to

- (i) destroy the fences once the rabbit problem is under control.
- (ii) retain the fences as a national monument even if the rabbits are got rid of.
- (iii) make more fences and bring the rabbits under complete control.

## 22. For discussion

- (i) There are rabbits in India; there are rabbits in England from where Australia got them in the 19th century. Guess why rabbits have become a menace in Australia, but not in India or England. Hints: geographical conditions; animals that prey upon other animals.
- (ii) Do we have in India any animal that, like the rabbit in Australia, causes great problems to the farmer? How best can we tackle it?

## USAGE 6

Look at the following sentences :

After 1879 rabbits crossed the Murray River.

Since 1879 rabbits have crossed the Murray River.

When you use the word 'since', remember one simple rule : "The verb in the 'since' clause may be either present perfect or past but the verb in the main clause is *always* present perfect". This is because 'since' means 'from a time in the past up to the present moment'.

Look at the following examples :

*Since* my father *died*, I *have lived* with my uncle. *Since* Shakespeare *wrote Hamlet*, scholars *have* continually *discussed* its meaning.

*Exercise*

Complete the sentences by putting the verbs in brackets into their correct tense.

1. The world never (to be) completely under water, since Noah built the Ark.
2. Since I was six years old, I (to live) with my uncle.
3. Since the Romans (to invade) Britain, many other invasions have taken place.
4. Slavery (to be) illegal since 1833.

## SPELLING 6

Words that have 'ie' and 'ei' in the spelling are often a problem. There is, however, a simple old rule that helps

**Rule :** In most cases the spelling is 'ie'. But after 'c' (e.g. receive) and when the pronunciation is /ei/ (e.g. weigh) the spelling is 'ei'.

### *Note*

Some exceptions to the rule are :

|        |         |         |         |
|--------|---------|---------|---------|
| either | neither | height  | weird   |
| seize  | foreign | leisure | species |

Some of the words given below are incorrectly spelt. Correct them.

|          |        |           |        |           |
|----------|--------|-----------|--------|-----------|
| satisfid | feirce | decieved  | seive  | neighbour |
| believe  | yield  | perceived | sheild | frieght   |
| cicling  | neice  | relieved  | piece  | chief     |
| received | feild  | seiged    | breif  | receipt   |

## SPEECH 6

Sometimes the stress changes when a word changes its part of speech. Look at the following sentences.

They *pro'duce* woollen goods

The *'produce* is sold in the market.

In the first sentence *pro'duce* is a verb and in the second a noun. When we use the word *produce* as a verb we stress its second syllable. When we use it as a noun we stress its first syllable. This is something you must remember.

*Examples*

|                 |              |
|-----------------|--------------|
| 'subject (n)    | sub'ject (v) |
| 'import (n)     | im'port (v)  |
| 'perfect (adj.) | per'fect (v) |

One good rule to remember is that usually the stress is on the first syllable when the word is a noun or an adjective and on the second syllable when the word is a verb.

*Exercise*

Mark the stress for the following words.

1. contract (i) noun  
(ii) verb
2. record (i) noun  
(ii) verb
3. increase (i) noun  
(ii) verb
4. insult (i) noun  
(ii) verb
5. transplant (i) noun  
(ii) verb

## WRITTEN WORK 6: PARAGRAPH-WRITING

Order in paragraphs (*continued*)

1. We have seen that a paragraph has:
  - (i) unity : it talks about only one main idea ; (ii) a topic sentence which (when present) sums up the main idea ; and (iii) a logical order of development.
2. In the last lesson we discussed a few ways of ordering sentences in a paragraph—chronological, conceptual, etc. Let us now look at two more ways of order and development of paragraphs.
3. Look at Para No. 3 in 'Taming the Atom'.

Here also the writer is trying to explain a difficult concept—how atoms combine to form different substances. In order to do this, he gives us an example of a similar concept, of something we know, something we are familiar with ; he gives us an *analogy*. An understanding of the familiar can help us in understanding the new, unfamiliar concept. The analogy in this paragraph is between the English alphabet (which we are familiar with) and atoms (which many of us might not know much about) ; the development of the paragraph is through an *analogy*.

*Exercise I*

The structure of the atom is sometimes explained with the help of an analogy, namely, the Solar System. In our solar system, we have the sun in the centre and several planets revolving around it in their respective orbits. Try to explain (in a paragraph) the structure of the atom using this analogy.

*Solar System*

sun  
in the middle

*Atom*

nucleus  
in the middle

|                      |                |
|----------------------|----------------|
| <i>Solar System</i>  | <i>Atom</i>    |
| in empty space       | electrons      |
| planets              | tiny particles |
| revolving round      | in orbits      |
| in orbits            |                |
| one inside the other |                |

4. Now let us see how a paragraph is developed through comparison. Go back to the paragraph on Ronald Ross and Gorgas in 'Fight Against Malaria'. Both of them were discoverers. The following are the points of similarity between them :

|                            |                             |
|----------------------------|-----------------------------|
| <i>Ronald Ross</i>         | <i>Gorgas</i>               |
| Malaria                    | Yellow Fever                |
| A dangerous disease        | A dangerous disease         |
| Tropical disease           | Tropical disease            |
| India (a tropical country) | Panama (a tropical country) |
| Spread by mosquitoes       | Spread by mosquito          |
| Parasite—mosquito          | Parasite—mosquito           |

Now look at the paragraph based on this :

Ronald Ross and Gorgas are two great benefactors of humanity. They discovered the causes of two dangerous tropical diseases—Malaria and Yellow Fever. Ronald Ross was working in India when he discovered the cause of Malaria. Sometime later Gorgas working in Panama discovered the cause of Yellow Fever. Both the diseases, it was found, were carried by mosquitoes and injected into the blood-stream of man.

#### *Exercise 2*

That was a paragraph of comparison. You can write a similar paragraph comparing Ronald Ross with another great discoverer Castellini. The facts about Castellini are given below.

Castellini—Disease Yaws—a skin disease—Common and painful disease—in the tropical countries—discovered germ responsible—worked in Ceylon.

*Exercise 3*

In the Australian Parliament the Government submits a proposal to build a fence off Western Australia against the invading rabbits. Imagine you were the minister presenting the proposal. Write (in a paragraph) a brief account of the rabbit problem, the measures taken so far to meet it, and the new proposal.

## 7. I Am John's Heart

J. D. RATCLIFF

- 1 No one could say I'm a beauty I weigh 340 grams, am redbrown in colour, and have an unimpressive shape. I am John's dedicated slave—his heart.
- 2 I hang by ligaments in the centre of his chest. I am about 15 cm. long and, at my widest point, ten cm. across—more pear shaped than Valentine. Whatever you may have heard about me from poets, I am not a very romantic character. I am just a hardworking four-chambered pump—actually *two* pumps, one to move blood to the lungs, the other to push it out into the body. Every day I pump blood through about 96,000 km. of blood vessels. That's enough pumping to fill an 18,000-litre tank.
- 3 When John thinks of me at all, he thinks of me as fragile and delicate. Delicate ! When up to now I have pumped more than 300,000 *tons* of his blood ? I work twice as hard as the arm muscles of a heavy weight boxing champion or the leg muscles of a sprinter. Let them try to go at my pace and they would turn to jelly in minutes. No muscles in the body are as strong as I am—except those of a woman's uterus as she gives birth. But uterine muscles don't keep at it day and night for 70 years, as I am expected to do.
- 4 That, of course, is a slight exaggeration. I do rest—between beats. It takes about three-tenths of a second for my left

ventricle to contract and push blood out into the body. Then I have a rest period of half a second. Also, while John sleeps, a large percentage of his capillaries are inactive so, as I don't push blood through them, my beat slows from a normal 72 a minute down to 55.

5 John hardly ever thinks of me—which is good. I don't want him to become one of those heart neurotics and worry us both into real trouble. When he does worry about me it is nearly always about the wrong things. One night, as he was drifting off to sleep, John suddenly thought I'd "skipped" a beat. He was quite worried. Was I giving out on him? He needn't have been concerned.

6 From time to time, my ignition system gets momentarily out of tune—just like the ignition system on John's car. I generate my own electricity, and send out impulses to trigger contraction. But occasionally I will misfire, piling one beat on top of another. It sounds as if I have "skipped"—but I haven't. John would be surprised how often this happens without him knowing.

*Rev Counting.* After a nightmare he sometimes wakes up and worries because I am racing. That's because when he runs in his dreams, I run too. John's worries actually aggravate things—make me go still faster. If he would calm down, so would I. But if he can't, there is a way to slow me down. The vagus nerves act as a brake. They pass up through the neck—behind the ears, at the hinge of the jaw. Gentle massage here will slow my beat.

8 John blames almost everything on me—from fatigue to dizzy spells. But I have little to do with his fatigue, and his occasional dizzy spells usually trace back to his ears. From time to time he will be sitting at his desk working and will get a sharp pain in the chest. He fears that he is about to have a heart attack. He needn't worry. That pain comes from his digestive tract—payment for the heavy meal eaten a couple of hours earlier. When I am in trouble, I usually send out a pain

signal only after ~~ur~~ due exertion or emotion. That's the way I tell him I am not getting enough nourishment to cope with the work he is loading on to me.

- 9 How do I get my nourishment? From the blood, of course. But, although I represent only a two-hundredth part of the body weight, I require about one-twentieth of the blood-supply. That means I consume about ten times the nourishment required by the body's other organs and tissues.
- 10 But I don't extract nourishment from the blood passing through my four chambers. I am fed by my own two coronary arteries—little branching "trees" with trunks not much thicker than drinking straws. This is my weak spot. Trouble here is the greatest single cause of death.
- 11 No one knows how it happens, but early in life—sometimes even at birth—fatty deposits begin to build up in the coronary arteries. Gradually, they can close an artery. Or a clot may form to close it suddenly.  
/
- 12 When an artery becomes blocked, the portion of the heart muscle it feeds, dies. This leaves scar tissue—it may be no larger than a small marble, but it can be half the size of a tennis ball. How serious the trouble is depends on the size and position of the plugged artery.
- 13 John had a heart attack five years ago and didn't even know it. He was too busy to notice that tiny twinge of pain in his chest. The artery that clogged was a small one on my rear wall. It took me two weeks to sweep away the dead tissue and repave the area with a scar not much larger than a pea.
- 14 John comes from a family where heart disease has occurred often, so statistics say that I am going to give him trouble too. Of course, he can't do anything about heredity. But he can do a lot to minimize risk.
- 15 Let's start with overweight. John jokes about his middle-age spread, but it's no laughing matter. Every kilo of excess

fat contains some 700 kilometres of capillaries through which I have to push blood, in addition to the work of carrying around each extra kilo

16 That brings me to John's blood-pressure. It's 140/90—the upper limit of normal for his age. The 140 measures the pressure I work against while contracting, and the 90 is the pressure while I am resting between beats. The lower figure is the more important. The higher that figure rises, the less rest I get. And without adequate rest a heart simply works itself to death.

17 There are a lot of things John could do to get his blood-pressure down to safer levels. The first is to get rid of excess weight. He would be surprised at the drop in blood-pressure that would follow.

18 Smoking is another thing. John smokes 40 cigarettes a day—which means he may be absorbing quite an amount of nicotine every 24 hours. This is pretty violent stuff. It constricts arteries—particularly in the hands and feet—which raises the pressure against which I must work. It also stimulates me so that I beat more rapidly ; a cigarette increases my beat from a normal 72 into the 80's. John tells himself that it is too late to give up smoking—that the damage is done. But, if he could get rid of constant nicotine stimulation, things would be easier for me.

19 *Strife at the Top.* John could help me in other ways, too. He is competitive, ambitious—the successful businessman type. He doesn't realize that his constant fretting continually stimulates his adrenal glands to produce more adrenalin and noradrenalin. This has the same results as nicotine ; tightened arteries, higher blood-pressure, a faster pace for me.

20 The point is this : if John relaxes, I relax. An occasional nap would help. And he might try some light reading instead of that stuff he brings home from the office.

21 Exercise is another thing. John is one of those weekend

athletes—who take it in big doses. He still likes that rushing-up-to-the-net bit in tennis : but when he does this, my normal work load is increased by five.

22 What John *should* be doing is taking regular, mild exercise. A walk of a kilometre or two a day would help. Climbing a couple of flights of stairs to his office wouldn't hurt either. His office is on the tenth floor, but he could walk up the first two flights, and then take the lift. Little things like that would do a lot. As I said, fatty deposits are already beginning to block some of my arteries. But regular exercise would cause new blood pathways to develop. Then if one artery closes down there are others to nourish me.

23 Finally, there is diet. I am not asking John to become a diet fanatic. All the same, fats *seem* to play some role in building up those blockages forming in my arteries. John gets 45 per cent of his calories from fats and, like others in industrialized countries who eat similar foods, has a 50-50 chance of dying from clogged arteries.

24 I'm not demanding type. I'll do the best I can for John under *any* circumstances. Just the same I wish he would give me a few breaks : slim down a bit, take regular exercise, relax a little more, cut down on fats and smoking. If he would only do these things, I could keep on working for John for a long time.

## NOTES AND MEANINGS

|                   |   |
|-------------------|---|
| ligaments         | : (here) bands of strong tissue which hold the heart in place   |
| valentine         | : (here) the traditional heart shape                     |
| chamber           | : (here) enclosed or walled space like a compartment. The heart has four chambers. Two are called auricles and two are called ventricles. |
| fragile           | : easily injured  |
| sprinter          | : runner  |
| uterus            | : womb ; organ in a female mammal in which young are carried before birth   |
| capillaries       | : very fine blood vessels   |
| heart neurotic    | : a person who worries too much about his heart.  |
| giving out on him | : failing him by breaking down  |
| ignition system   | : the system which helps the process of starting something, as the starter does in a motor car engine                                     |
| trigger           | : to start ; to begin   |
| aggravate         | : make worse  |
| hinge             | : (here) the joint on which the jaw turns   |
| clot              | : half-solid lump formed from liquid especially blood   |
| plugged           | : blocked   |
| twinge            | : sudden, sharp pain  |
| clogged           | : blocked   |
| middle age spread | : increase in weight which often comes when a person is between forty and sixty years   |

|              |  |
|--------------|--|
| nicotine     | : the poisonous, oily substance in tobacco   |
| constrict    | : (here) cause (the arteries) to become <b>tight or narrow</b>   |
| fretting     | : worrying   |
| glands       | : organs which separate from the blood substances that are to be used by or thrown out from the body. The <i>adrenal glands</i> are situated near the kidneys. |
| diet fanatic | : a person willing to eat only certain kinds of food.  |

## UNDERSTANDING THE TEXT

### Section I (paragraphs 1-6)

1. What is the heart's first topic?  
 (i) Its physical features.  
 (ii) Its shape.  
 (iii) Its functions.  
 (iv) People's ideas about it.
2. In paragraphs 2-3 two popular but false notions about the heart are mentioned. What are they?
3. Considered as a machine, what kind of machine is the heart?
4. On what basis does the heart reject the idea that it is fragile and delicate? Choose all the right answers?  
 (i) It can pump 300,000 tons of blood every day?

(ii) No muscles in a man's body are as strong as those of the heart.

(iii) The heart does not require long periods of rest.

(iv) The heart is at work day and night for as long as John lives.

(v) Every day the heart pumps blood through several thousand kilometres of blood vessels.

5. When John is awake the heart has a rest period of half a second between beats. Is the rest period longer or shorter when John is asleep ?

6. Who or what does 'both' in paragraph 5 refer to ?

(i) John and his heart.

(ii) The two pumps of the heart

(iii) A heart neurotic and his heart

(iv) The reference is not clear.

#### **Section II (paragraphs 7-13)**

7. Two situations in which heart beats increase considerably are mentioned in paragraph 7. What are they ? How can the rate be brought down ?

8. On the basis of paragraphs 8, 9 and 10 say whether the following statements are true, probably true or false. (Give reasons. Where possible, pick out an expression or a sentence from the paragraph to support your answer.)

(i) A sharp pain in the chest may signal a heart attack.

(ii) The heart sends out a pain signal when it does not get enough nourishment to cope with undue exertion.

(iii) The heart is nourished by blood coming through the veins.

- (iv) The heart consumes more nourishment than any other organ in the body.
- (v) When coronary arteries are blocked other arteries supply the heart's nourishment.

9. What are the two ways in which the coronary arteries may get closed ?

10. Several things happen before and after a heart attack. Five of these are given below. Arrange them in the order in which they occur. You need not write out the sentences, but just their numbers. (Base your answer on paragraphs 11, 12 and 13.)

- (i) A heart muscle dies
- (ii) A coronary artery gets plugged with a clot or with fatty deposits.
- (iii) A scar is formed
- (iv) The dead tissue is swept away.
- (v) The man feels a twinge of pain in his chest.

11. Can a person get a heart attack and yet not know that he has had one ? Support your answer with information from the text.

### Section III (paragraphs 14-24)

12. What do you understand about heart disease from paragraph 14 ? Pick out the correct statements.

- (i) Heart disease can be hereditary.
- (ii) If some heart disease is hereditary in a family all members will definitely get it.
- (iii) If a person is careful he can escape a heart disease even if it is hereditary in his family.

(iv) A person belonging to a family in which a heart disease is hereditary has a chance of escaping the disease if he is careful.

13. Who is more likely to have a higher blood pressure—a fat person or a lean person? Why?

14. If a person's blood pressure is 135/85, how much pressure does his heart work against when it pumps out blood? What is the pressure when it rests? What change in either of these figures tells you that his heart is not getting the rest it needs?

15. If a person has high blood pressure which of the following should he do to bring it down to safe levels. Choose all the right answers (paragraphs 17-23)

- (i) Get rid of excess fat.
- (ii) Avoid smoking.
- (iii) Avoid all kinds of physical exercise.
- (iv) Stop worrying about things.
- (v) Relax.
- (vi) Take proteins and vitamins.
- (vii) Avoid all kinds of journeys
- (viii) Do mild exercise regularly.

16. How does smoking increase blood pressure?

- (i) It increases blood fat which blocks the arteries.
- (ii) It poisons the blood and increases the work of the lungs.
- (iii) It makes arteries narrower and stimulates the heart to beat rapidly.
- (iv) We cannot say

17. How, according to this section, does physical exercise help prevent heart attacks?

- (i) Physical exercise keeps a person from getting excited suddenly.

- (ii) Physical exercise makes him happy.
- (iii) Regular physical exercise creates new pathways for blood in heart tissue.
- (iv) We cannot say.

18. What variety of food should heart-patients avoid particularly?

- (i) Fats.
- (ii) Proteins and vitamins.
- (iii) Spices.
- (iv) Food with high calory value.

19. Now look at Section III as a whole.

It has an introduction which indicates what this section is about; a body which deals with the topic, and a conclusion. Find out which paragraph or paragraphs constitute the introduction, the body and the conclusion.

20. Which of the following would you choose as the best heading for Section III?

- (i) I am John's Heart.
- (ii) Blood-pressure.
- (iii) How to Make Your Heart Strong.
- (iv) How to Prevent Heart Disease.

21. For discussion

What kind of picture have you got of John the man? Can you guess his age roughly? Is he educated? Does he hold a good job? What kind of material does he read at home? Has he any hereditary disadvantages? Does he play any games? Does he smoke? Can you guess whether he is married and has children?

## USAGE 7

Look at the following sentences

1. I do not agree with *what you say* }
2. You should apply for *that post* }

(prepositions—  
underlined and  
objects italicised )

Many English verbs are intransitive; they do not take an object. Such verbs are often followed by a preposition (underlined) and its object (italicised), as in the examples above.

*Exercise*

Fill in the blanks using words from the given list: for, from, to, about, in, with

1. He pointed——— the tree
2. I am looking——— a book.
3. Our train will leave——— the other platform.
4. I will think——— the matter
5. I hope you succeed——— your task.
6. We all sympathise——— the unfortunate  
person.

Now make sentences using the following intransitive verbs along with suitable prepositions:

hope

believe

compete

live

## PUNCTUATION 7

The colon (:) is very often used to -

1. introduce an actual speech—in part or whole

e.g. His speech, which sounded most eloquent at the time, amounted to this:

We ought to work with sincerity and dedication ..

2. introduce a quotation

e.g. An example of terse writing is. To err is human, to forgive divine.

3. announce a list or a summary after such expressions as 'the following' or 'as follows', 'namely' and so on.

e.g. The sciences studied in high schools are as follows: biology, chemistry and physics.

The semi-colon (;) is used to

1. avoid confusion with numbers. e.g. The prices were: Rs. 5; Rs. 18; and Rs. 38.

2. separate short statements of contrast. e.g. War is destructive; peace is constructive.

3. avoid the mixing of single words or phrases. e.g. Richard, afraid of no man; Tom, known to all men here; Jack, the handyman; these would be my partners.

4. separate principal and subordinate clauses.

e.g. He did what he was told; because he knew better than to disobey.

Keeping the above guidelines in mind, punctuate the following sentences with colons and semi-colons.

1. Eventually, we decided to call the following people for the party Kavita, Rohini, Kunal, Preeti and Radhika.
2. We couldn't understand what he meant when he ended his speech saying tomorrow to fresh woods, and pastures new.
3. Where there's a will, there's a way, they tell us, but where there's a way, there need be no will!
4. The grand parade had 800 infantry-men, 600 cavalry, 1,000 artillerymen, and 100 medical officers.
5. When he has eaten, when he has slept, when he is relaxed, he will take a different view of things.
6. All he wanted to say was, —don't let anyone demoralise you.

### SPEECH 7

You already know that we can build new words by adding prefixes or suffixes to other words, e...

|            |   |              |
|------------|---|--------------|
| necessary  | — | unnecessary  |
| photograph | — | photographer |

Usually prefixes like un-, im-, etc., do not affect the stress of a word, e.g.

|            |   |              |
|------------|---|--------------|
| 'necessary | — | un'necessary |
| 'possible  | — | im'possible  |

However some suffixes like -er, -ic, etc., do affect the stress. In some words the stress changes with each suffix that is added. You must therefore learn the stress for each new word.

### Examples

|             |                |                  |
|-------------|----------------|------------------|
| 'photograph | pho'tographer  | photo'graphic    |
| ə'cademy    | aca'demic      | acade'mician     |
| bac'teria   | bacteri'ology  | bacterio'logical |
| indi'vidual | individu'ality | individua'listic |
| 'politics   | po'itical      | poli'tician      |

### *Exercise*

Say each of the above words aloud to yourself. Do you notice anything? When the stress shifts what happens to the vowels in the unstressed syllables? Ask your teacher to say each word for you and listen carefully to each of the vowel sounds.

## WRITTEN WORK 7: PARAGRAPH-WRITING

**Coherence**—the sentences of a paragraph hang together

1 A paragraph is a group of *related* sentences. That is, each sentence in a paragraph must follow from the one before it and lead to the one after it. A sentence which stands isolated breaks the continuity of thought. When the relationship between the sentences in a paragraph is clear, we say the paragraph has 'coherence'.

Read the following paragraph from 'I'm John's Heart'.

(c)  
to *his* ears (3) From time to time *he* will be sitting at his desk working and will get *a sharp pain* in the chest. (4) He fears that he is about to have a heart

(b) (a)

attack (5) He needn't worry (6) *That pain* comes from his digestive tract—payment for the heavy meal eaten a couple of hours earlier. (7) When I am in trouble, I usually *send out a pain signal* only after undue exertion

(b)

or emotion (8) *That's the way I tell him* I am not getting enough nourishment to cope with the work he is loading on to me.

2. The words and phrases italicised in the paragraph above help in maintaining coherence.

- (a) The word *fatigue* in sentence (1) is repeated in sentence (2) to establish a connection between them. Similarly, *dizzy spells* in sentences (1) and (2), and *pain* in sentences (3) and (6)
- (b) *That* (pain) in sentence (6) refers back to *a sharp pain* in sentence (3) and links the two sentences. In the same way, *that* in sentence (8) recalls the 'sending out of a pain signal' in sentence (7).
- (c) *John* in sentence (1) is referred to as *he, him, his* in the later sentences, thus maintaining a link between the sentences (though pronouns are primarily used in order to avoid the unnatural and uneconomical repetition of nouns)

The words and phrases we discussed under (a), (b) and (c) above are the three basic kinds of connective devices used in paragraphs. Now, let us list them.

- (a) Repeated words (or their synonyms)
- (b) Demonstrative pronouns and adjectives  
(this, that, these, those, such, etc.)  
(Pronouns (I, he, she, it, they, etc.)

*Exercise 1*

Read the following paragraph from 'I'm John's Heart'. Underline the connective devices used. Mark them (a), (b) or (c) according to the categories above. (You may find that not all the categories occur in the paragraph!)

Smoking is another thing. John smokes 40 cigarettes a day — which means he may be absorbing quite an amount of nicotine every 24 hours. This is pretty violent stuff. It constricts arteries — particularly in the hands and feet which raises the pressure against which I must work. It also stimulates me so that I beat more rapidly; a cigarette increases my beat from a normal 72 into the 80's. John tells himself that it is too late to give up smoking — that the damage is done. But, if he could get rid of constant nicotine stimulation, things would be easier for me.

*Exercise 2*

Imagine you are the doctor answering questions on the ASK YOUR DOCTOR column of a popular magazine. You get the following letter from a reader.

"I am a 40-year-old businessman worried about my heart. I had a mild heart attack two years ago. My blood pressure is 140/100. Am I likely to get another heart attack? Should I go on a diet?"

1. You want to know many more facts about the man before offering him any advice. (e.g. How much does he weigh? Does he smoke?) Based on the information given in 'I'm John's Heart' (paras 16-24), frame about 10 questions asking for the important pieces of information you want to get about him.
2. Could you also give a few tips (in a paragraph) to the general reader on how to avoid heart trouble?

## 8. My Watch

MARK TWAIN

### I

My beautiful new watch had run eighten months without losing or gaining, and without breaking any part of its machinery or stopping. I had come to believe it infallible in its judgements about the time of day, and to consider its constitution and its anatomy imperishable. But at last, one night, I let it run down. I grieved about it as if it were a recognised messenger and forerunner of calamity. But by and by I cheered up, set the watch by guess, and commanded my bodings and superstitions to depart.

Next day I stepped into the chief jeweler's to set it by the exact time, and the head of the establishment took it out of my hand and proceeded to set it for me. Then he said, "She is four minutes slow—regulator wants pushing up." I tried to stop him—tried to make him understand that the watch kept perfect time. But no; all this human cabbage could see was that the watch was four minutes slow, and the regulator must be pushed up a little; and so, while I danced around him in anguish, and implored him to let the watch alone, he calmly and cruelly did the shameful deed. My watch began to gain. It gained faster and faster day by day. Within a week it sickened to a raging fever, and its pulse went up to a hundred and fifty in the shade. At the end of two months it had left all the timepieces of the town far in the rear and was a fraction over thirteen days ahead of the almanac. It was away into November enjoying the snow, while the October leaves were still turning. It hurried up house rent, bills payable,

and such things, in such a ruinous way that I could not abide it. I took it to the watchmaker to be regulated. He asked me if I had ever had it repaired. I said no, it had never needed any repairing. He looked a look of vicious happiness and eagerly pried the watch open, and then put a small dice-box into his eye and peered into its machinery. He said it wanted cleaning and oiling, besides regulating and asked me to come in a week. After being cleaned and oiled, and regulated, my watch slowed down to that degree that it ticked all appointments I go to, missing my dinner, I gradually drifted back into yesterday, then the day before, then into last week and by and by the compunction came upon me that all solitary and alone I was lingering alone in week before last, and the world was out of sight. I seemed to detect in myself a sort of sneaking fellow-feeling for the mummy in the museum, and a desire to swap news with him. I went to a watchmaker again. He took the watch all to pieces while I waited, and then said the barrel was "swelled." He said he could reduce it in three days. After this the watch averaged well, but nothing more. For a half day it would go like the very mischief, and keep up such a barking and wheezing and whooping and sneezing and snorting, that I could not hear myself think for the disturbance: and as it held out there was not a watch in the land that stood any chance against it. But the rest of the day it would keep on slowing down and fooling along until all the clocks it had left behind caught up again. It would show a fair and square average, and no man could say it had done more or less than its duty.

## II

But a correct average is only a mild virtue in a watch, and I took this instrument to another watchmaker. He said the king-bolt was broken. I said I was glad it was nothing more serious. To tell the plain truth, I had no idea what the king-bolt was, but I did not choose to appear ignorant to a stranger. He repaired the king-bolt, but what the watch gained in one way it lost in another. It would run a while and then stop a while, and then run a while again, and so on, using its own discretion about the intervals. And every time it went off it kicked back like a musket. I padded my breast for a few days, but finally took the watch to another watchmaker. He picked it all to pieces, and turned the ruin over and over under his glass; and then he said there appeared to be something wrong with the hair-trigger. He fixed it, and gave it a

fresh start. It did well now, except that always at ten minutes to ten the hands would shut together like a pair of scissors, and from that time forth they would travel together. The oldest man in the world could not make head or tail of the time of day by such a watch, and so I went again to have the thing repaired. This person said that the crystal had got bent, and the mainspring was not straight. He made these things all right, and then my timepiece performed unexceptionably, save that now and then, after working along quietly for nearly eight hours, everything inside would let go all of a sudden and begin to buzz like a bee, and the hands would straightway begin to spin round and round so fast that their individuality was lost completely, and they simply seemed a delicate spider's web over the face of the watch. She would reel off the next twenty-four hours in six or seven minutes, and then stop with a bang. I went with a heavy heart to one more watchmaker, and looked on while he took her to pieces. Then I prepared to cross-question him rigidly, for this thing was getting serious. The watch had cost two hundred dollars originally, and I seemed to have paid out two or three thousand for repairs. While I waited and looked on I presently recognized in this watchmaker an old acquaintance—a steam-boat engineer of other days, and not a good engineer, either. He examined all the parts carefully, just as the other watchmakers had done, and then delivered his verdict with the same confidence of manner.

He said :

“She makes too much steam—you want to hang the monkey-wrench on the safety-valve!” I brained him on the spot, and had him buried at my own expense. My uncle William (now deceased, alas!) used to say that a good horse was a good horse until it had run away once, and that a good watch was a good watch until the repairers got a chance at it. And he used to wonder what became of all the unsuccessful tinkers, and gunsmiths, and shoe-makers, and engineers, and blacksmiths; but nobody could ever tell him.

## NOTES AND MEANINGS

MARK TWAIN (1835-1910) American humorist and novelist. He has written several books and a number of short stories. *The Adventures of Tom Sawyer*, *The Prince and the Pauper*, and *The Adventures of Huckleberry Finn* are among his best known works.

|   |   |  |
|---|---|--|
| without losing or gaining                             | : | without going either fast or slow  |
| its constitution and                                  | : | (here) its machinery   |
| anatomy   |   |  |
| bodings   | : | feelings that something evil is going to happen  |
| human cabbage   | : | a stupid person  |
| its pulse went up to a hundred and fifty in the shade | : | a humorous way of saying that the watch began to go very fast. 'In the shade' refers to the way temperature is measured. |
| almanac   | : | the calendar   |
| prized open   | : | opened with a lever  |
| dice-box  | : | (here) a small box-like eye-glass used by watch repairers  |
| sneaking  | : | secret   |
| mummy   | : | a preserved human body   |
| swap (news)   | : | exchange (news)  |
| like the very mischief                                | : | (here) very fast   |
| as it held out  | : | as it happened, as it turned out   |
| musket  | : | an old-fashioned gun   |
| unexceptionably                                       | : | admirably  |
| reel off  | : | (here) tell rapidly  |
| hang the monkey-wrench on the safety-valve            | : | a way of repairing steamboats and not watches; (here) it refers to the use of the wrong instruments to repair the watch. |

|             |  |
|-------------|--|
| brained him | : killed him by hitting him hard on the head                                       |
| deceased    | : dead   |
| tinker      | : tin-plate worker who travels from place to place and repairs kettles, pans, etc. |

## UNDERSTANDING THE TEXT

### Section I

1. The author believed that his watch would tell the exact time and that the parts of the watch were all perfect. Why?
  - (i) It was a new watch.
  - (ii) For eighteen months it ran without gaining or losing a minute.
  - (iii) It did not stop any time during the first eighteen months.
  - (iv) All the above reasons.
  - (v) We can't say.
2. Why did the author go to the jeweller's shop?
  - (i) The regulator of the watch needed pushing up.
  - (ii) He did not know what exactly was wrong with the watch.
  - (iii) He wanted to get the exact time.
  - (iv) He wanted the chief jeweller to set the watch by the exact time.
3. What was the 'shameful deed' the chief jeweller did 'calmly and cruelly'?
  - (i) He disregarded the author's requests to leave the watch alone.

- (ii) He repaired the watch.
- (iii) He regulated it.
- (iv) He broke the regulator.

4. Pick out a sentence in which the author speaks about his watch as if it was in bad health.

5. Why did the author have to go to a watchmaker the first time?

- (i) Because the watch gained faster and faster.
- (ii) Because it hurried up house rent and bills.
- (iii) Because its regulator needed replacing.
- (iv) Both (ii) and (iii).

6. What did the watchmaker do to the watch?

- (i) He cleaned and oiled it.
- (ii) He replaced the regulator.
- (iii) He regulated the watch.
- (iv) Both (i) and (ii).
- (v) Both (i) and (iii).

7. What was the result of the second attempt to regulate the watch?

- (i) The watch was still somewhat fast.
- (ii) The watch stopped dead after a few days.
- (iii) The watch slowed down considerably.
- (iv) The watch ran irregularly.

8. What was wrong with the watch according to the second watchmaker? What did the watch do after the second watchmaker repaired it?

- (i) It kept slowing down.
- (ii) It kept gaining.

- (iii) It maintained an average speed
- (iv) It became noisy and irregular in speed
- (v) Both (i) and (ii).
- (vi) Both (iii) and (iv).

## Section II

9. What did the third watchmaker say was wrong with the watch? What happened when it was repaired.

- (i) The watch would run or stop as it pleased
- (ii) It gained speed.
- (iii) It lost speed.
- (iv) Both (ii) and (iii).

10. Was it a wrist-watch or a pocket watch?

11. Why did the author pad his breast?

- (i) Because he had some heart trouble.
- (ii) Because the kicks of the watch hurt his breast.
- (iii) Because he wanted to protect the watch from harm
- (iv) Because the sounds the watch caused were unbearable to him.

12. Why couldn't the oldest man in the world tell the time looking at the watch after its hair-trigger was fixed by the fourth watchmaker?

- (i) The hands would stop moving at ten minutes to ten.
- (ii) At ten minutes to ten the hands caught each other and travelled together.
- (iii) At ten to ten the hands began to race madly, and the author went mad, too.
- (iv) The watch began to buzz like a bee.

13. What fault did the fifth watchmaker find with the watch? What effect did his repairs have on the performance of the watch?
14. Why did the author decide to cross-question the sixth and final watchmaker seriously?

### Sections I-II

15. Pick out five instances of humorous exaggeration in the story. (e.g. The watch kept up such a barking and wheezing.)
16. In the last sentence of the story the author says that his uncle William "used to wonder what became of all tinkers, and gunsmiths, and shoemakers, and engineers, and blacksmiths". Nobody seemed to know the answer. Can you guess it? (Look for a clue in the story of the sixth watchmaker.)
17. For discussion

"I brained him on the spot and had him buried at my own expense", says the author about the sixth watchmaker. Do you think he is telling the truth? Or is he being humorously fanciful? Pick out examples of fancifulness from the story (e.g. some of the things the watchmakers say about the watch). Do you think this is a true story or a true story greatly exaggerated or a purely fanciful story?

18. What is the 'moral' of the story, if it has one?

### USAGE 8

I let the watch *run down*.

By and by I *cheered up*.

Many verbs in English are followed by an adverb and the two words (verb+adverb) together express a single idea. Look at the

two examples above. You all know the meaning of the verbs : 'run' and 'cheer'. However 'run down' or 'cheer up' do not mean the same as the meaning of the two words 'run' + 'down' or 'cheer' + 'up' put together. Look at the following pairs of sentences :

- I. (i) John *ran* the race.  
(ii) John's watch *ran down*. (means 'stopped working')
- II. (i) I *cheered* the winning team.  
(ii) I *cheered up* when I heard the good news.  
(means 'felt happier')

### *Exercise*

Make sentences of your own with the following pairs of words. In the case of the second word in each pair use the word with the meaning given in brackets.

1. (i) knock  
(ii) knock down (strike to the ground)
2. (i) write  
(ii) write out (copy)
3. (i) take  
(ii) take after (resemble)
4. (i) make  
(ii) make up (invent)
5. (i) look  
(ii) look through (revise)

### **SPELLING 8**

#### *Exercise 1*

When a root-word ends in 'y' and we want to add suffixes like -s, -ing and -ful, what do we do ?

1. If the 'y' is preceded by a vowel letter, do not change the 'y' to 'i'.

| e.g. | <i>root-word</i> | <i>words with suffixes</i> |
|------|------------------|----------------------------|
|      | play             | plays, playing, playful    |
|      | buy              | buys, buying               |

2. When there is a one-syllable adjective ending in 'y'—keep the 'y' before you add '-ly' to make an adverb, or '-ness' to make a noun from the adjective.

e.g. 'sly' becomes 'slyly' and 'slyness'.  
 'shy' becomes—'shyly' and 'shyness'.

3. To add suffixes to words ending in 'y' preceded by a consonant, change the 'y' to 'i' *EXCEPT* when the suffix begins with 'i'.

| e.g. | <i>root-word</i> | <i>words with suffixes</i>         |
|------|------------------|------------------------------------|
|      | copy             | copies, <i>copying</i> , copied    |
|      | hurry            | hurries, <i>hurrying</i> , hurried |

### Exercise 2

Keeping the above rules in mind, add appropriate suffixes (-s, -ies, -ied, -ing, -ful, -ness) to the following words.

|       |       |      |        |       |
|-------|-------|------|--------|-------|
| happy | busy  | pity | reply  | fussy |
| carry | worry | try  | study  | dirty |
| repay | delay | dry  | occupy | bury  |

## SPEECH 8

### Stress rules (I)

Learn these rules and try and find as many examples of each as you can from the lessons you have done so far.

1 Two-syllable words which have a-, be-, de-, re-, etc., as their first syllable are usually stressed on their second syllable, e.g.

|          |          |          |          |
|----------|----------|----------|----------|
| a'broad  | a'cross  | ad'mit   | ad'veice |
| a'head   | be'low   | be'tween | com'pose |
| de'velop | re'duce. |          |          |

2 Suffixes like -es, -ing, -ed, -age, -ance, -en, -er, -ess, -ful, -fy, -hood, -ice, -ish, -ive, -less, -ly, -ment, -ness, -or, -ship, -ter, -ure, -y, -zen do not affect the stress of a word.

*Examples*

|         |   |             |          |   |              |
|---------|---|-------------|----------|---|--------------|
| 'match  | — | 'matches    | 'fool    | — | 'foolish     |
| be'gin  | — | be'ginning  | at'tract | — | at'tractive  |
| 'want   | — | 'wanted     | 'aim     | — | 'aimless     |
| 'break  | — | 'breakage   | 'bad     | — | 'badly       |
| ap'pear | — | ap'pearance | ap'point | — | ap'pointment |
| 'bright | — | 'brighten   | 'bitter  | — | 'bitterness  |
| 'board  | — | 'boarder    | 'conquer | — | 'conqueror   |
| 'god    | — | 'goddess    | 'fellow  | — | 'fellowship  |
| 'care   | — | 'careful    | 'laugh   | — | 'laughter    |
| 'class  | — | 'classify   | en'close | — | en'closure   |
| 'child  | — | 'childhood  | 'blood   | — | 'bloody      |
| 'coward | — | 'cowardice  | 'city    | — | 'citizen     |

**WRITTEN WORK 8 : PARAGRAPH-WRITING**

**Coherence (continued)**

1 In the last lesson we discussed how connective devices are employed to establish a link between the sentences in a paragraph. They help in maintaining coherence. There are other

devices which link sentences together, by showing the progression of logical thought. These are called transitional devices.

(1) Frequent were the quarrels between the father and the son. (2) *At last* Brindaban's wife became seriously ill and a *kabiraj* was called in. (3) *But* when the doctor prescribed a costly medicine for his patient, Jaganath took it as a proof of pure stupidity, and turned him out immediately. (4) *At first* Brindaban begged his father to allow the treatment to continue; then he quarrelled with him about it, *but* to no purpose. (5) When his wife died he abused his father and called him a murderer.

The phrase *at last* in sentence (2) shows that what follows was the last of the very many quarrels the son had with his father. The latter half of the sentence makes us hope that the woman will be saved; *but*, at the beginning of sentence (3), tells us that something to the contrary happened—the doctor was sent away. How did Brindaban react to his father's turning out the doctor? *At first* in sentence (4) tells us of his first reaction; then tells us what he did next; and *but* tells us about the futility of his action.

2. Let us list some of the transitional devices generally used. They are :

Words and phrases that indicate :

- (i) addition : *and, moreover, besides, furthermore, etc.*
- (ii) order or sequence ; *first, second, in the third place, in conclusion, etc.*
- (iii) illustration : *for example, thus, to demonstrate, for instance, etc.*
- (iv) comparison : *likewise, similarly, in the same way, etc.*
- (v) consequence or conclusion : *hence, thus, therefore, so, for this reason, etc.*
- (vi) contrast : *but, however, yet, still, nevertheless, notwithstanding, on the contrary, on the other hand, etc.*
- (vii) repetition : *in fact, in other words, differently stated, etc.*

(viii) space relation : *nearby, in the distance, straight, ahead, etc.*  
 (ix) time relation : *then, thereafter, meanwhile, after a while, at last, at the same time, finally, etc.*

### Exercise 1

(1) Pick out the pronouns in the following paragraph. (The first four have been done for you.) Say what each pronoun refers to.

"Now the snarling grizzly turned towards Malcolm. *She* grabbed *him* with both paws and squeezed *him* against *her* chest. The smell of blood and bear nauseated him. The grizzly swatted at him with her huge claws. The first blow took off his hair in one piece like a wig, most of his scalp going with it. Then he was rolling over, clutched by the bear. The dizzying motions stopped when they reached the gully bottom. The bear raked his face repeatedly. As she bent to rip into his neck and shoulder with her teeth, Malcolm freely jabbed with his fist at her sensitive nose. His jabs had no effect."

### Exercise 2

Pick out the transitional devices used in the following paragraph. Say what each indicates (e.g. *so* in sentence 2 shows addition.) and how each helps indicate 'logical' development in the paragraph.

"Everyone and everything is made of atoms. You are, and *so* is this book. The whole of our ordinary world is made up of only ninety kinds of atoms. However, there are many more than ninety kinds of substance in the world, because atoms join together in many different ways to make many different substances. In the same way, although there are only twenty-six letters in the English alphabet, they can be joined together in many different ways to make many different words."

### Exercise 3

Have you ever taken an appliance (a fountain-pen, an alarm clock, a radio, or a pressure cooker) to a repairer? Did he make it worse? Did you have to take it to yet another repairer?

Did you finally succeed in getting it mended ? Or did you have to throw it away ? Write a short paragraph describing your experience

## 9. Tight Corners

E. V. LUCAS

- 1 THE talk was running on the critical situations in which we had found ourselves—those of us whose lives were adventurous enough to comprise any.
- 2 One man had been caught by the tide in Brittany and escaped by the skin of his teeth. Another had been on an elephant when a wounded tiger charged at it. A third had been on the top storey of a burning house. A fourth was torpedoed in the War.
- 3 "But you all talk," said one of the company, "as though tight corners were always physical affairs. Surely they can be tighter when they are mental. The tightest corner I was ever in was at Christie's."
- 4 "Christie's!"
- 5 "Yes. I had been lunching rather well at a club in St. James's street with an old friend from abroad, and, passing along King Street afterwards, he persuaded me to look in at the sale-room. The place was full. They were selling Barbizon pictures, and getting tremendous sums for each: two thousand, three thousand, for little bits of things—forest scenes, pools at evening, shepherdesses, the regular subjects. Nothing went as low as three figures at all. Well, we watched for a little while and then I found myself bidding too—just for fun.

I had exactly sixty-three pounds in the bank and not enough securities to borrow five hundred on, and here I was nodding away to the auctioneer like a bloatocrat.

6     “ ‘You’ll get caught, my friend said to me.

7     “ ‘No, I shan’t,’ I said. ‘I’m not going to run any risks.’

8     “And for a long time I didn’t. And then a picture was put up and a short red-faced man in a new top hat—some well-known dealer—who had bought quite a number, electrified the room by starting the bidding at a figure a little higher than any that he had yet given or that anything had reached. Although the previous lots had run into four figures they had all been modestly started at fifty guineas or a hundred guineas, with a gradual crescendo to which I had often been a safe contributor. But no sooner was the new picture displayed than the dealer made his sensational bid. ‘Four thousand guineas,’ he said.

9     “There was a rustle of excitement, and at the end of it I heard my own voice saying, ‘And fifty !’

10    “A terrible silence followed, during which the auctioneer looked inquiringly first at the opener and then at the company generally. To my surprise and horror the red-faced dealer gave no sign of life. I realized now, as I ought to have done at first, that he had shot his bolt.

11    “ ‘Four thousand and fifty guineas offered,’ said the auctioneer, again searching the room.

12    “My heart stopped ; my blood congealed. There was no sound but a curious smothered noise from my friend.

13    “ ‘Four thousand and fifty guineas. Any advance on four thousand and fifty guineas ?’—and the hammer fell.

14    “That was a nice pickle to be in ! Here was I, with sixty-three pounds in the world and not five hundred pounds’ worth

of securities, the purchaser of a picture which I didn't want, for four thousand and fifty guineas, the top price of the day. Turning for some kindly support to my friend I found that he had left me; but not, as I feared at the moment, from baseness, but, as I afterwards discovered, in order to find a remote place in which to lean against the wall and laugh.

15     “Stunned and dazed as I was, I pulled myself together sufficiently to hand my card, nonchalantly (I hope), to the clerk who came for the millionaire collector's name, and then I set to pondering on the problem what to do next. Picture after picture was put up and sold, but I saw none of them. I was running over the names of uncles and other persons from whom it might be possible to borrow, but wasn't; wondering if the money-lenders who talk so glibly about 'note of hand only' really mean it; speculating on the possibility of confessing my poverty to one of Christie's staff and having the picture put up again. Perhaps that was the best way—and yet how could I do it after all the other bids I had made? The staff looked so prosperous and unsympathetic, and no one would believe it was a mistake. A genuine mistake of such a kind would have been rectified at once.

16     “Meanwhile the sale came to an end and I stood on the outskirts of the little knot of buyers round the desk who were writing cheques and giving instructions. Naturally I preferred to be the last. It was there that I was joined by my friend; but only for a moment, for upon a look at my face he rammed his handkerchief in his mouth and again disappeared. Alone I was to drear this awful weird. I have never felt such a fool or had colder feet. I believe I should have welcomed a firing party.

17     “And then the unexpected happened, and I realized that a career of rectitude sometimes has rewards beyond the mere consciousness of virtue. A voice at my ear suddenly said, 'Beg pardon, sir, but was you the gent that bought the big Daubigny?'

18     “*I admitted it.*

19        "Well, the gent who offered four thousand guineas wants to know if you'll take fifty guineas for your bid."

20        "If ever a messenger of the high gods wore a green baize apron and speke in husky Cockney tones this was he. I could have embraced him and wept for joy. Would I take fifty guineas ? Why, I would have taken fifty farthings.

21        "But how near the surface and ready, even in the best of us, is wordly guile ! 'Is that the most he would offer ?' I had the presence of mind to ask.

22        "It's not for me to say," he replied. 'No' arm in trying for a bit more, is there ?'

23        "Tell him I'll take a hundred," I said.

24        "And I got it."

\*       \*       \*

25        "When I found my friend I was laughing too, but he became grave at once on seeing the cheque.

26        "Well, I'm hanged I" he said. 'Of all the luck ! Well, I'm hanged !'

27        "Then he said, 'Don't forget that if it hadn't been for me you wouldn't have come into Christie's at all.'

28        "I shall never forget it," I said. 'Nor your deplorable mirth. Both are indelibly branded in letters of fire on my heart. My hair hasn't gone white, has it?'"

## NOTES AND MEANINGS

EDWARD VERALL LUCAS (1868-1938) : the biographer and editor of Charles Lamb. He has also written essays, travel books and children's poems.

|                                   |  |
|-----------------------------------|--|
| Brittany                          | : a region in North-West France. In Brittany the tide comes in very fast and a man caught by the tide has little chance of escape. |
| escape by the skin of one's teeth | : have a narrow escape, escape just in time  |
| torpedoed                         | : attacked with a torpedo (a shell filled with explosives used to destroy ships)   |
| tight corners                     | : difficult situations   |
| Christies'                        | : a firm in London which specialises in the sale of pictures and other works of art  |
| Barbizon pictures                 | : landscape paintings by painters who belong to the Barbizon School (a group of French painters of the mid-19th century)           |
| bloatocrat                        | : a plutocrat is a rich ruler. The writer makes up a new word 'bloatocrat' to mean a bloated (fat) and wealthy person.             |
| electrified                       | : shocked by doing something unexpected  |
| lots                              | : a group of objects to be sold at an auction sale   |
| guinea                            | : the sum of twenty-one shillings which was used in England in stating prices of goods, charges, etc.                              |
| crescendo                         | : progress towards a climax  |
| opener                            | : the person who makes the first bid at an auction   |
| shot his bolt                     | : (idiomatic) made his last effort   |
| congealed                         | : thickened as if frozen e.g. through fear   |

|                       |   |
|-----------------------|---|
| smothered             | : suppressed  |
| the hammer fell       | : when the auctioneer's hammer falls it is a sign that the thing auctioned has been sold  |
| a nice pickle         | : a sad situation, a difficult situation  |
| nonchalantly          | : unconcernedly, coolly   |
| glibly                | : smoothly but not sincerely  |
| note of hand          | : a written promise to return the sum by a certain date. Most money-lenders ask for greater security than a written promise before they lend money. |
| dree this awful weird | ; (archaic) suffer this awful plight  |
| have cold feet        | : be afraid   |
| rectitude             | : honesty, good behaviour   |
| Daubigny              | : a painting by Daubigny (1817-1878), a French painter  |
| baize                 | : thick woollen cloth   |
| Cockney               | : a native of London, especially working-class  |
| farthing              | : one-quarter of a penny (a coin)   |
| guile                 | : cunning, deceit   |
| indelible             | : cannot be rubbed out or removed   |
| branded               | : marked by means of a red-hot iron   |

## UNDERSTANDING THE TEXT

### Section I (paragraphs 1-13)

1. In this story five people speak about the tight corners they had found themselves in. There is a difference between the first four and the fifth. What is it?

- (i) In the fifth story the author himself was the hero.  
(ii) The critical situations in the first four stories were physical, but in the fifth story it was mental.  
(iii) The fifth story took place in a city whereas the other stories took place in jungles or at sea.  
(iv) Both (i) and (iii).
2. The suggestion in paragraph 4 is that Christie's was an unlikely place for one to be adventurous in. What was Christie's, do you think?
  - (i) A house in King Street.
  - (ii) A shop in St. James' Street.
  - (iii) A showroom for Barbizon pictures.
  - (iv) A shop where things were sold by auction.
3. Why did the narrator of the fifth story go into Christie's?
  - (i) He was fond of taking risks.
  - (ii) His friend from abroad was fond of adventures.
  - (iii) He wanted to buy Barbizon pictures.
  - (iv) His friend took him in.
4. Why did he start bidding? (Answer in a phrase or short sentence.)
5. It was perhaps not wise for him to bid because
  - (i) he had no money.
  - (ii) his bank balance was very small.
  - (iii) the pictures were all going for very high sums.
  - (iv) Both (ii) and (iii).
6. Do you think the red-faced man who made the sensational opening bid of four thousand guineas for a picture was a 'safe contributor' like the narrator? Cite facts from the text to support your answer.

7 At the end of the rustle of excitement, says the narrator, "I heard my own voice saying, 'And fifty'." He means to suggest that

- (i) he bid almost unthinkingly.
- (ii) he bid in a somewhat soft voice.
- (iii) he bid enthusiastically and somewhat loudly
- (iv) he did not hesitate to bid even though the opening bid was higher than all the previous closing bids.

8. The auctioneer looked enquiringly at the opener and at the company during the silence that followed. What was the question in his mind?

9. "And the hammer fell", says the narrator in paragraph 13. What does he mean?

- (i) The hammer fell from the auctioneer's hand.
- (ii) There was confusion at Christie's.
- (iii) The bidding was closed.
- (iv) The auctioneer tried to control the excitement.

## Section II (paragraphs 14-28)

10. Why did his friend leave the narrator and go away?

- (i) He wanted to laugh aloud.
- (ii) He was afraid he would have to give the narrator money to save him
- (iii) He was selfish and did not want to get into trouble.
- (iv) He went in search of money to help out the narrator.

11. When picture after picture was put up and sold the narrator was thinking. Mention the three solutions to his problem that he considered

12. He thought the best way of getting out of the trouble was perhaps to confess his poverty. Why then did he decide against it? (Answer in a short sentence.)

13. The narrator's friend enjoyed the incident thoroughly. Pick out four passages from the text which indicate this.

14. "And then the unexpected happened." (paragraph 17) What was the unexpected?

- (i) His realization that a career of rectitude sometimes had rewards beyond the mere consciousness of virtue.
- (ii) The red-faced dealer offered to pay the sum and to help the narrator out.
- (iii) The red-faced dealer offered the narrator fifty guineas for letting him buy the big Daubigny.
- (iv) A messenger from the auctioneer asked him to give up his claim to the picture.

15. The narrator got into real trouble by bidding for fun, and had a narrow escape. But something he did suggests that he had not fully learned his lesson. What is that?

16. Which of the following phrases best describes the narrator's friend?

- (i) Mean, selfish and hard-hearted.
- (ii) Unsympathetic and envious.
- (iii) Sensible, with a strong sense of humour.
- (iv) Silly and selfish.

## USAGE 9

The word 'only' is often misused. Here is an example:

1. "My cousin is coming today only."

In this sentence if the speaker has used 'only' to emphasize 'today' i.e., 'It is *today* that my cousin is coming', then this use of 'only' is wrong.

As you have learnt, we usually emphasize a word by stressing it, e.g., He is *coming today*. We do not need 'only', to do so. If, however, sentence (1) means—'My cousin is coming today and will not come on any other day or stay beyond today', the sentence is correct. If you mean this, it is better to say 'My cousin is coming only today.' 'Only' is correctly used in sentences like the following. Here it means 'solely' OR 'nothing more' OR 'nothing else'.

The only way to get Delilah back to the zoo was to brush her along.

Pausing only for a broom, he leapt into the zoo van.

'Only' can also be used to mean 'no one else'. e.g. At the party I talked only to Mary.

#### Exercise

Meanings (i) and (ii) of each sentence are given. Choose the correct meaning.

1. On that evening only I went out to dinner.
  - (i) It was on *that* evening that I went out to dinner.
  - (ii) I couldn't go out to dinner on any other evening.
2. Delilah only put up her spines and gurked at us.
  - (i) All that Delilah did was to put up her spines and gurk at us.
  - (ii) It was Delilah alone who put up her spines and gurked at us.
3. The crate was suitable only for a couple of rhinoceroses.
  - (i) The crate was *suitable* for a couple of rhinoceroses.
  - (ii) The crate was suitable for rhinoceroses alone.

4. Only Jeremy knew how to deal with Delilah
  - (i) No one except Jeremy knew how to deal with Delilah
  - (ii) *Jeremy* knew how to deal with Delilah.

## PUNCTUATION 9

Parentheses are indicated by brackets ( ). They generally enclose matter that is not very essential to complete the sense of a statement including:

1. a comment,
2. an explanation,
3. an unimportant afterthought,
4. a reference

### *Examples*

1. He is a scholar (although he doesn't look like one) and (strangely enough) an athlete too!
2. His approach (typically American, you see) was totally practical.
3. The doctor (poor man) has hardly a moment to spare for himself.
4. His last book (published in 1834) was entitled *The Misery that is Me*.

If the information in parentheses is removed, the sentence will still make sense. In each of the following sentences, some of the information can be put into parentheses. Put this information into brackets.

1. The earlier book *Fanny* was a rather immature attempt.
2. Their victory achieved through a good fight came as a surprise to everyone.
3. The late Mrs. Mehta God bless her soul would never have allowed the children to behave like this.
4. Oscar Wilde so famous for his wit for once found himself at a loss for words.
5. The Manager who'd been working in a big hotel in Bombay was very dissatisfied with the new place that he'd taken over.

## SPEECH 9

### Stress Rules (II)

3. Words which end in -ion take the stress on the syllable which comes before the ending -ion, e.g. appli'cation, civiliza'tion, compo'sition, conver'sation, culti'vation, determina'tion, exami'nation, imagi'nation, intro'duction, qualifi'cation.
4. Words which end in -ic, -ical, -ically also take the stress on the syllable which comes before these endings e.g. apolo'getic, e'lectric, e'lectrical, gram'matical, patri'otic, po'litical, po'litic. ly, scien'tific, sympa'thetic, sympa'theti'cally.
5. Words ending in -ity are stressed on the syllable which comes before the ending -ity. e.g. ac'tivity, curi'osity, elec'tricity, e'quality, gene'rosity, mo'rality, ne'cessity, origi'nality, possi'bility, proba'bility.

6 Words ending in -ial, -ially are also stressed on the syllable which comes before these endings. e.g

arti'ficial, cere'monial, confi'dential, confi'dentially, es'sen-tial, es'sentially, in'dustrial, me'morial, of'ficial, presi'dential

7. The stress may shift when the suffixes -al, -ally are added to a word. e.g.

'accident, acci'dental, acci'dentially,  
'autumn, au'tumnal,  
'origin, o'riginal.

### WRITTEN WORK 9: PARAGRAPH-WRITING

#### A story in a paragraph

Look at paragraph 8 in the story "Tight Corners". See how the writer slowly builds up suspense by giving 'minor' details first and reserving the 'major' information till the last. "Some well-known dealer ... electrified the room by starting the bidding at a figure a little higher than any ...". This sentence rouses our curiosity; we want to know what the 'figure' was. But the information does not come until the last sentence of the paragraph: "Four thousand guineas", he said. This kind of arrangement of sentences is very useful when you are telling a story—or a joke. Read the story below:

"When our ship sank during the last war, two of my ship-mates and I survived by clinging to half a life raft for three days. One of my friends had a compound fracture in his right leg, but complained very little of pain. When we were finally picked up, the ship's doctor, unaware of our ordeal, examined the fractured leg and commented, "This looks very good, and there's no sign of infection. What treatment was given?" Without hesitation, my friend answered, "I've been soaking it in salt water for three days "

Notice how small details are given and the paragraph is built up—and the last line is always the line which carries the joke.

### *Exercise 1*

Look at the following tips for a joke and try to write it in a paragraph. You should add details if you want to make the joke more interesting.

Friend of Pandit Jawaharlal Nehru——had come visiting Nehru——raining——Nehru asked friend to stay on——friend disappeared after some time——soaked to the skin——explained——he had gone home——to bring his own mattress to sleep on——

### *Exercise 2*

Tell your friends another story in a paragraph; remember to keep the most interesting and surprising part of the joke to the last sentence in the paragraph.

### *Exercise 3*

In the story "Tight Corners", the author got out of the 'tight corner' because the short red-faced man paid him a hundred guineas for his bid. Suppose the red-faced man refused to pay him more than fifty guineas. How would the author have escaped? A few possibilities are suggested below:

He accepted the fifty (shamefull). The owner of the painting rushed in and withdrew it from auction. An art expert declared that the painting was not genuine and was only a cheap imitation of the original. The police arrived and said the painting had been stolen and had to be returned to the owner.

Choose one of the possibilities (or one of your own) and complete the story in a short paragraph.

# 10. The Ant and the Grasshopper

W. S. MAUGHAM

- 1 WHEN I was a very small boy I was made to learn by heart certain of the fables of La Fontaine, and the moral of each was carefully explained to me. Among those I learnt was *The Ant and the Grasshopper*, which is devised to bring home to the young the useful lesson that in an imperfect world industry is rewarded and idleness punished. In this admirable fable (I apologise for telling something, which everyone is politely, but inexactly, supposed to know) the ant spends a laborious summer gathering its winter store, while the grasshopper sits on a blade of grass singing to the sun. Winter comes and the ant is comfortably provided for, but the grasshopper has an empty larder. He goes to the ant and begs for a little food. Then the ant gives him her classic answer:
- 2     “What were you doing in the summer time?”  
      “Saving your presence, I sang, I sang all day, all night.”  
      “You sang. Why, then go and dance.”
- 3     I do not ascribe it to perversity on my part, but rather to the inconsequence of childhood, which is deficient in moral sense, that I could never quite reconcile myself to the lesson. My sympathies were with the grasshopper and for some time I never saw an ant without putting my foot on it. In this summary (and as I have discovered since, entirely human) fashion I sought to express my disapproval of prudence and commonsense.

4 I could not help thinking of this fable when the other day I saw George Ramsay lunching by himself in a restaurant. I never saw anyone wear an expression of such deep gloom. He was staring into space. He looked as though the burden of the whole world sat on his shoulders. I was sorry for him: I suspected at once that his unfortunate brother had been causing trouble again. I went up to him and held out my hand

5 'How are you?' I asked.

"I'm not in hilarious spirits," he answered

"Is it Tom again?"

He sighed.

"Yes, it's Tom again."

6 "Why don't you chuck him? You've done everything in the world for him. You must know by now that he's quite hopeless."

7 I suppose every family has a black sheep. Tom had been a sore trial to his for twenty years. He had begun life decently enough: he went into business, married and had two children. The Ramsays were perfectly respectable people and there was every reason to suppose that Tom Ramsay would have a useful and honourable career. But one day, without warning, he announced that he didn't like work and that he wasn't suited for marriage. He wanted to enjoy himself. He would listen to no expostulations. He left his wife and his office. He had a little money and he spent two happy years in the various capitals of Europe. Rumours of his doings reached his relations from time to time and they were profoundly shocked. He certainly had a very good time. They shook their heads and asked what would happen when his money was spent. They soon found out; he borrowed. He was charming and unscrupulous. I have never met anyone to whom it was more difficult to refuse a loan. He made a steady income from his friends and he made friends easily. But he always said that the money you spent on necessities was boring; the money that was amusing to

spend was the money you spent on luxuries. For this he depended on his brother George. He did not waste his charm on him. George was a serious man and insensible to such enticements. George was respectable. Once or twice he fell to Tom's promises of amendment and gave him considerable sums in order that he might make a fresh start. On these Tom bought a motor-car and some very nice jewellery. But when circumstances forced George to realise that his brother would never settle down and he washed his hands of him. Tom, without a qualm, began to blackmail him. It was not very nice for a respectable lawyer to find his brother shaking cocktails behind the bar of his favourite restaurant or to see him waiting on the box-seat of a taxi outside his club. Tom said that to serve in a bar or to drive a taxi was perfectly decent occupation, but if George could oblige him with a couple of hundred pounds he didn't mind for the honour of the family giving it up. George paid.

8 Once Tom nearly went to prison. George was terribly upset. He went into the whole discreditable affair. Really Tom had gone too far. He had been wild, thoughtless and selfish, but he had never before done anything dishonest, by which George meant illegal; and if he were prosecuted he would assuredly be convicted. But you cannot allow your only brother to go to gaol. The man Tom had cheated, a man called Cronshaw, was vindictive. He was determined to take the matter into court, he said Tom was a scoundrel and should be punished. It cost George an infinite deal of trouble and five hundred pounds to settle the affair. I have never seen him in such a rage as when he heard that Tom and Cronshaw had gone off together to Monte Carlo the moment they cashed the cheque. They spent a happy month there.

9 For twenty years Tom raced and gambled, philandered with the prettiest girls, danced, ate in the most expensive restaurants, and dressed beautifully. He always looked as if he had just stepped out of a bandbox. Though he was forty-six you would never have taken him for more than thirty-five. He was a most amusing companion and though you knew he was perfectly

worthless you could not but enjoy his society. He had high spirits, an 'infalling gaiety and incredible charm. I never grudged the contributions he regularly levied on me for the necessities of his existence. I never lent him fifty pounds without feeling that I was in his debt. Tom Ramsay knew everyone and everyone knew Tom Ramsay. You could not approve of him, but you could not help liking him.

10 Poor George, only a year older than his scapegrace brother, looked sixty. He had never taken more than a fortnight's holiday in the year for a quarter of a century. He was in his office every morning at nine-thirty and never left it till six. He was honest, industrious and worthy. He had a good wife, to whom he had never been unfaithful even in 'thought, and four daughters to whom he was the best of fathers. He made a point of saving a third of his income and his plan was to retire at fifty-five to a little house in the country where he proposed to cultivate his garden and play golf. His life was blameless. He was glad that he was growing old because Tom was growing old too. He rubbed his hands and said:

11 "It was all very well when Tom was young and good-looking, but he's only a year younger than I am. In four years he'll be fifty. He won't find life so easy then. I shall have thirty thousand pounds by the time I'm fifty. For twenty-five years I've said that Tom would end in the gutter. And we shall see how he likes that. We shall see if it really pays best to work or be idle."

12 Poor George! I sympathised with him. I wondered now as I sat down beside him what infamous thing Tom had done. George was evidently very much upset.

13 "Do you know what's happened now?" he asked me.

14 I was prepared for the worst. I wondered if Tom had got into the hands of the police at last. George could hardly bring himself to speak.

15 "You're not going to deny that all my life I've been hard-working, decent, respectable and straight-forward. After a life of industry and thrift I can look forward to retiring on a small income in gilt-edged securities. I've always done my duty in that state of life in which it has pleased Providence to place me."

16 "True."

"And you can't deny that Tom has been an idle, worthless dissolute and dishonourable rogue. If there were any justice he'd be in the workhouse."

17 "True."

18 George grew red in the face.

19 "A few weeks ago he became engaged to a woman old enough to be his mother. And now she's died and left him everything she had. Half a million pounds, a yacht, a house in London and a house in the country."

20 George Ramsay beat his clenched fist on the table.

21 "It's not fair, I tell you, it's not fair. Damn it, it's not fair."

22 I could not help it. I burst into a shout of laughter as I looked at George's wrathful face, I rolled in my chair, I very nearly fell on the floor. George never forgave me. But Tom often asks me to excellent dinners in his charming house in Mayfair, and if he occasionally borrows a trifle from me, that is merely force of habit. It is never more than a sovereign.

## NOTES AND MEANINGS

Somerset Maugham (1874-1965): novelist, short story writer and playwright. Educated at Canterbury and Heidelberg. He visited India in 1938 and became interested in Hindu philosophy. His short stories have been collected in three volumes. Among his best known novels are *Of Human Bondage*, *The Painted Veil* and *The Razor's Edge*.

|                         |   |   |
|-------------------------|---|---|
| La-Fontaine             | : | a French poet and writer                                |
| devised                 | : | thought out   |
| giddiness               | : | love of pleasure; irresponsibility; lack of seriousness |
| larder                  | : | room where food is stored                               |
| classic                 | : | (here) famous   |
| saving your presence    | : | a respectful form of address                            |
| perversity              | : | wilfully choosing to do wrong                           |
| inconsequence           | : | lack of proper sequence in thought                      |
| is deficient in         | : | lacks; does not have enough of                          |
| summary                 | : | off-hand; done without delay or further thought         |
| prudence                | : | careful thinking  |
| hilarious               | : | merry; happy  |
| chuck him               | : | give him up (in disgust); abandon him                   |
| a black sheep           | : | a good-for-nothing person                               |
| a sore trial            | : | a source of great trouble                               |
| exposiutions            | : | protests; arguments, etc,                               |
| enticements             | : | persuasions; charming ways used to seek favour          |
| fell to                 | : | (here) was tricked into believing                       |
| amendment               | : | improvement   |
| washed his hands of him | : | refused to have anything to do with him                 |

|                       |  |
|-----------------------|--|
| without a qualm       | : without a feeling of doubt about the rightness of his actions  |
| blackmail             | : forcing someone to pay money in return for not making known something that would spoil his name                              |
| cocktails             | : mixed alcoholic drinks   |
| box-seat              | : raised seat for the driver in old-fashioned taxis  |
| discreditable         | : dishonourable  |
| vindictive            | : unforgiving; wanting revenge   |
| Monte Carlo           | : a gambling resort in south-east France   |
| philandered           | : flirted; showed love without being serious about it  |
| bandbox               | : a light cardboard box for hats, etc. To look as if one 'has just stepped out of a bandbox' means to look very smart and neat |
| levied on me          | : collected from me  |
| scapegrace            | : good-for-nothing person who always gets into trouble   |
| gilt-edged securities | : investments that are considered safe   |
| Providence            | : God  |
| dissolute             | : immoral  |
| workhouse             | : public institution for poor, homeless people   |
| Mayfair               | : a fashionable locality in London   |
| sovereign             | : a British gold coin not in use now   |

**UNDERSTANDING THE TEXT****Section I (paragraphs 1-6)**

1. Fill in the blanks with suitable items from those given in brackets.
  - (a) In the fable the ant stands for \_\_\_\_\_ and \_\_\_\_\_; the grasshopper stands for \_\_\_\_\_. (hard-heartedness; meanness; kindness; hard work; forethought; careless enjoyment; love of song; humility)
  - (b) The moral of the fable is that \_\_\_\_\_ (the quality of the ant) leads to \_\_\_\_\_ and \_\_\_\_\_; \_\_\_\_\_ (the quality of the grasshopper) leads to \_\_\_\_\_. (hard work; singing; poverty; wealth; comfort; a life of ease; dancing)
2. Which of the two did the author sympathise with in his childhood? What did he do to show his sympathy?
3. The author was reminded of the fable when he met George Ramsay in the restaurant. Who was like the ant and who like the grasshopper?

**Section II (paragraph 7)**

4. There was a sudden change in Tom and he did something unexpected. What did he do? (Answer in 5-7 words.)
5. When did Tom do it?
  - (i) About 20 years before the meeting mentioned in paragraph 5.
  - (ii) A few years later.
  - (iii) A day later.
  - (iv) We cannot be sure.
6. What did Tom start doing when his money was spent? (Answer in one or two words.)

7. Who did Tom turn to when he wanted large sums of money for luxuries?

8. What method or methods did Tom use to get money from George?

- (i) He used his charm to borrow money, as he did with his friends.
- (ii) He promised to reform (change) and asked for money to make a fresh start
- (iii) He used blackmail.
- (iv) He used (ii) first and (iii) later.

9. What was George's occupation? What occupations did Tom take up to blackmail his 'respectable' brother? (Answer in short phrases.)

### Section III (paragraphs 8-11)

10. Say whether the following statements are true or false; or say, "We can't be sure"

- (i) Cronshaw was angry with Tom for cheating him and wanted to send him to prison; but in the end they forgave each other
- (ii) The quarrel between Tom and Cronshaw was an act they were putting on (i.e. they were just pretending) to get money out of George.
- (iii) George was angry because Tom and Cronshaw became friends in the end
- (iv) Tom was angry because he realised that they had deceived him
- (v) Tom spent all the money in a month.

11. Say whether the following statements about Tom are true or false; or say "We cannot be sure".

- (i) He was immoral, but had a kind heart.

- (ii) He was unscrupulous (without principle) but charming.
- (iii) He was middle-aged but looked young
- (iv) He envied the happiness of his brother.
- (v) He was unselfish and wished his brother well.

12. Apply the above statements to George and say whether they are true or false; or say, "We cannot be sure".

13. Why did George go to the help of Tom often?

- (i) Because of the goodness of his heart.
- (ii) Because he loved his only brother.
- (iii) To save his own respectability (social standing, good name).
- (iv) We cannot say why.

#### Section IV (paras 12-end)

14. In paragraph 12 the author resumes (takes up again) his account of an incident introduced in some earlier paragraphs. Which paragraphs? He left that account incomplete in order to explain or tell something else. What was it?

15. George was very upset. What kind of news did the author expect about Tom?

- (i) That Tom had perhaps got killed in a drunken fight.
- (ii) That Tom had perhaps suddenly become rich.
- (iii) That Tom had perhaps got arrested for a shameful crime.
- (iv) That Tom had again taken up the job of a taxi-driver or bar attendant to blackmail George.

16. George was very angry and upset because

- (i) his brother had married a woman old enough to be his mother—this was shameful.

- (ii) Tom, the playboy, had suddenly become far richer than him—to him it seemed unfair.
- (iii) Tom had become a beggar and been sent to a work-house.
- (iv) Tom was very rich now—still he refused to repay the money George had given him.

#### For discussion

17. The author says in one place that George was 'honest, industrious and worthy'. What do you think of his goodness and honesty? Why was he good, and why did he help Tom, for selfish or unselfish reasons? Were his feelings generous or mean? What did 'honesty' or dishonesty mean for him? (See paragraph 8.)

#### For discussion

18. Who does the author sympathise with, George, or Tom, or both? Or George at first or Tom in the end? (Look especially at paras 6, 15, 16 and 20). Has the author's attitudes to the 'ant' and the 'grasshopper' changed since his childhood?

#### USAGE 10

1. "What *were you doing* in the summer time?"  
"Saving your presence, *I sang, I sang* all day, all night."
2. The ant asked the grasshopper what *he had been doing* in the summer time. The grasshopper respectfully replied that *he had sung* all day and all night.

Look at the italicised phrases in (1) and (2) above and notice the changes made.

When you put a conversation into reported speech you must be careful to get your tenses right.

*Exercise*

Put the following into reported speech :

“How are you?” I asked.

“I’m not in hilarious spirits”, he answered

“Is it Tom again?”

He sighed.

“Yes, it’s Tom again.”

## SPELLING 10

Many adjectives end in *-able* or *-ible*

e.g. *imaginable* or *admissible*

The *-able* Rules :

1. If the noun ends with *-ation* (e.g. *imagination*), we form the adjective with the suffix *-able*
2. If the base-word is a full word (see note below) or a full word with its final *e* removed, then the suffix is usually *-able*.

e.g. *size*—*sizable*

*laugh*—*laughable*

The *-ible* Rules :

1. If, however, the base noun from which the adjective is formed ends in *-tion*, *-sion*, *-ition* (and *not* *-ation*), then the suffix will be *-ible*.

e.g. *reduction*—*reducible*

*admission*—*admissible*

2. The **-ible** ending is used for words in which the base is not a recognisable full word.  
e.g. 'terrible' comes from the base word 'terror'.

Note : An example of a *full word* which is part of an adjective is 'laugh' in 'laughable' or 'recognise' in 'recognisable'. But in words like 'terrible', the base is not 'terri' or 'terr'—because there is no such word in English. 'Terrible' comes from the base-word 'terror'.

Make adjectives ending in '-able' or '-ible' from the following base-words :

|               |            |               |            |
|---------------|------------|---------------|------------|
| corruption    | excite     | comprehension | change     |
| admiration    | detest     | navigation    | pass       |
| response      | horror     | permission    | duration   |
| demonstration | collection | eat           | reputation |

## SPEECH 10

### Stress Rules (III)

8. In words of more than two syllables ending in ate, the stress is usually placed on the third syllable from the end, e.g., 'compli-cate, 'cultivate, 'educate, 'fortunate.

9. Words ending in -ious are stressed on the syllable which comes before the ending -ious, e.g., in'dustrious, in'jurious, la'bori-ous, 'anxious, lu'xurious, re'bellious, vic'torious.

10. Words ending in the following suffixes take the stress on the first syllable of the suffix e.g.

|       |              |
|-------|--------------|
| -aire | millio'naire |
| -eer  | ca'reer      |

|         |              |
|---------|--------------|
| -ental  | fundamental  |
| -ential | existential  |
| -esce   | acquiresce   |
| -esque  | pictu'resque |
| -ique   | phy'sique    |
| -itis   | neu'ritis    |

## WRITTEN WORK 10 : PARAGRAPH-WRITING

### Composition

1. A paragraph is a miniature composition. A composition is made up of several paragraphs, as a paragraph is made up of several sentences. There are several points of similarities between the two. Let us list some of them.

#### *A composition*

- (1) Must have unity
- (2) Must have a purpose
- (3) Must have an introduction (the introductory paragraph)
- (4) Topic developed through paragraphs
- (5) Paragraphs should be related to each other (logical ordering of paragraphs)

#### *A paragraph*

- (1) Must have unity
- (2) Must have a purpose
- (3) Must have an introduction (the topic sentence, if present)
- (4) Topic developed through sentences
- (5) Sentences should be related to each other (logical ordering of the sentences)

2. When you plan a paragraph you think of the entire idea first. Instead of thinking of sentence after sentence, and then trying to put one sentence after another, you think of the idea you want to express, and then write sentences which deal with the

idea and achieve the purpose of your writing. In a composition too you have the subject in mind ; you think of the different ideas that would go into the composition. Each of these ideas will be the topic of a paragraph. In planning a composition you think in terms of paragraphs. The sentences in your paragraph are related to one another through coherence devices. In your composition you make use of similar devices 'to make your paragraphs linked to one another.' Related words make a sentence ; related sentences form a paragraph ; and related paragraphs build a composition.

Now look at the essay, "I am John's Heart". The first paragraph tells us, "I am John's dedicated slave—his heart." This prepares us for the purpose of the composition. Then, each piece of interesting information about the heart is given to us in a separate paragraph. Since the paragraphs have to be related to each other, the last sentence in every paragraph, and the first sentence in the next paragraph are connected in several ways. Let us look at an example of how two paragraphs are connected to each other.

Para 3 in "I'm John's Heart" ends . "But uterine muscles keep at it day and night for 70 years, as I am expected to

The first sentence in para 4 is . "That of course is a slight  
tion "

The link between the two paragraphs is easily established word *that* which refers back to the idea expressed in the sentence of the earlier paragraph.

Let us now analyse "I'm John's Heart" and see what each paragraph talks about and how it is linked to the other paragraphs :

- 1) *I'm John's Heart.*  
(The paragraph identifies the speaker.)
- 2) *A description of myself*  
Linked to para 1 by the pronoun 'I'

(3) *I work hard*

Linked to para 2 by mention of 'pumping blood'

(4) *But I do rest*

Linked to para 3 by the first word : 'that'

(5) *No need to worry about me*

Linked to para 3 by the word 'thinks' in the first sentences of both the paragraphs.

*Exercise 1*

Can you continue the analysis of the rest of the lesson in the same way ?

4 You would have noticed how in (3) above we picked out the topic of each paragraph and stated it in a short phrase/sentence. This will help the reader in preparing himself for what is coming in the paragraph. These are called *sub-titles* and writers often make use of them to highlight the development of their composition.

Turn back to "No Time For Fear" and see how the writer makes an effective use of sub-titles.

*Exercise 2*

Imagine you are a poor boy studying in a college in the city. Your parents are living in a remote village and struggling to make both ends meet. A friend persuades you one day to buy a state lottery ticket. A month later you realise that you have won a bumper prize of five lakhs. How would you react ? What are the thoughts that occur immediately to you ? Write them down in a paragraph.

In the old fable of *The Ant and the Grasshopper* the ant appears to 'defeat' the grasshopper. But in Somerset Maugham's story the 'grasshopper' wins. It is possible, therefore, to look at a fable from a refreshingly new angle. Take, for instance, the well-known fable of *The Hare and the Tortoise*. There are at least two 'modern' versions of this story. In the first version, the modern hare, remembering his ancestor's overconfidence and resultant defeat, completes

the race and then goes to sleep ! In the second, the tortoise wins by employing a clever strategy. He uses the services of his wife, who looks exactly like him. The ignorant hare sets out with the male tortoise and soon takes a winning lead. But when he reaches the finishing post, he finds the rival already there (the female tortoise, of course) !

Would you like to 'rewrite' a fable ? Choose one of the following well-known fables (or any other you can think of) and rewrite it in a paragraph, making sure you give it a humorous twist :

1. The Crow and the Fox.
2. The Fox and the Grapes.
3. The Monkeys and the Hat-seller

## 11. Delilah

GERALD DURRELL

ANOTHER new arrival that caused us a certain amount of trouble, one way and another, was Delilah. She was a large female African crested porcupine, and she arrived up at the airport in a crate that looked suitable for a couple of rhinoceros. Why she had been crated like this became obvious when we peered into the crate, for even in that short air journey she had succeeded in nearly demolishing one side with her great yellow teeth. When she saw us looking into the crate, she uttered a series of such fearsome roars and gurks that one would have been pardoned for thinking it contained a pride of starving lions. She stamped her feet petulantly on the floor of the crate, and rattled and clattered her long black and white quills like a crackle of musketry. It was quite obvious that Delilah was going to be a personality to be reckoned with.

On our return to the Zoo we had to chivvy her out of her rapidly disintegrating crate and into a temporary cage, while her permanent home was under construction. During this process she endeared herself to at least one member of the staff by backing sharply into his legs. The experience of having several hundred extremely sharp porcupine quills stabbed into your shins is not exactly an exhilarating one. By the time Delilah was installed in her temporary home there were several more casualties, and the ground was littered with quills, for Delilah, like all

porcupines, shed her quills with gay abandon at the slightest provocation.

- 3 The old fable of a porcupine being able to shoot its quills out like arrows is quite untrue. What actually happens is this. The quills, some of them fourteen inches long, are planted very loosely in the skin of the back. When the animal is harried by an enemy, what it does is to back rapidly into the adversary (for all the quills point backwards), jab the quills into him as deeply as possible, and then rush forward again. This action not only drives the quills into the enemy, but pulls them loose from the porcupine's skin, so the enemy is left looking like a weird sort of pincushion. This action is performed so rapidly that, in the heat of battle, as it were, you are quite apt to get the impression that the porcupine has shot its adversary full of quills. This delightful action Delilah used to indulge in with great frequency, and, therefore, at feeding and cleaning times you had to be prepared to drop everything and leap high and wide at a moment's notice.
- 4 Porcupines are, of course, rodents, and the giant crested species—since it spreads from Africa into parts of Europe—has the distinction of being the largest European rodent, bigger even than the beaver. It is also the largest of the porcupines, for, although there are many different species scattered about the world, none of them comes anywhere near the size of the crested one. In North and South America the porcupines are, to a large extent, arboreal, and the South American kind even have prehensile tails to assist them in climbing. The other porcupines found in Africa and Asia are rather small, terrestrial species, that generally have fairly long tails ending in a bunch of soft spines like the head of a brush, and this they rattle vigorously in moments of stress. Without doubt, as well as being the biggest, the great crested porcupine is the most impressive and handsome member of the family.
- 5 It was not long before we had Delilah's new home ready, and then came the great day on which we had to transport her to it from one end of the Zoo to the other. We had learnt from bitter experience that trying to chivv Delilah into a crate was

worse than useless. She simply put up all her spines, gurked at us fiercely and backed into everything in sight, parting with great handfuls of quills with a generosity I have rarely seen equalled. The mere sight of a crate would send her off into an orgy of foot-stamping and quill-rattling. We had learnt that there was only one way to cope with her: to let her out of the cage and then two people, armed with brooms, to chivvy her along gently. Delilah would stride out like one of the more muscular and prickly female Soviet athletes, and as long as you kept her on a fairly even course by light taps from the brushes you could keep her going for any distance.

- 6 This was the method we decided to employ to transfer her to her new quarters, and to begin with all went well. She started off at a great lick down the main drive, Jeremy and I panting behind with our brushes. We successfully made her round the corner into the courtyard, but once there a suspicion entered her head that she might be doing exactly what we wanted her to do. Feeling that the honour of the rodents was at stake, Delilah proceeded to run round and round the courtyard as though it was a circus ring, with Jeremy and me in hot pursuit. Then, whenever she had got us going at a good pace, she would suddenly stop and go into reverse, so that we would have to leap out of the way and use our brushes as protection. After a few minutes of this, there appeared to be more quills sticking in the woodwork of the brushes than there were in Delilah. Eventually, however, she tired of this game, and allowed us to guide her down to her new cage without any further ado.
- 7 She lived very happily in her new quarters for about three months before the wanderlust seized her. It was a crisp winter's evening when Delilah decided there might be something in the outside world that her cage lacked, and so setting to work with her great curved yellow teeth she ripped a large hole in the thick interlink wire, squeezed her portly form through it and trotted off into the night. It so happened that on that particular evening I had gone out to dinner, so the full honours of the Battle of the Porcupine go to John.

8 At about midnight my mother was awokened by a car which had driven into the courtyard beneath her bedroom window and was tooting its horn vigorously. Mother, leaning out of the window, saw that it was one of our nearest neighbours from the farm over the hill. He informed Mother that there was a large and, to judge by the noises it was making, ferocious creature stamping about in his yard, and would we like to do something about it. Mother, who always has a tendency to fear the worst, was convinced that it was Leo who had escaped, and she fled to the cottage to wake John. He decided from the description that it must be Delilah, and pausing only for a broom, he leapt into the Zoo van and drove up to the farm. There, sure enough, was Delilah, stamping about in the moonlight, gurking to herself and rattling her quills. John explained to the farmer that the only way to get Delilah back to the Zoo was to brush her, as it were, along the half mile or so of road. The farmer, though obviously thinking the whole procedure rather eccentric, said that if John would undertake that part of it, he would undertake to drive the Zoo van back again.

9 So John set off, clad in his pyjamas, brushing a snorter, rattling Delilah down the narrow moonlit road. John said he had never felt such a fool in his life, for they met several cars full of late-night revellers, and all these screeched to a halt and watched in open-mouthed astonishment the sight of a man in pyjamas brushing along a plainly reluctant porcupine. Several of them, I am quite sure, must have hurried home to sign the pledge, for after all, the last thing you expect to find wandering about a respectable parish is an infuriated porcupine pursued by a highly embarrassed man in night attire. But at last John brought her safely back to the Zoo and then, to her great indignation, locked her up in the coal cellar. For, as he explained, it had a cement floor and two-foot thick granite walls, and if she could break out of that she deserved her freedom and, as far as he was concerned, she could have it.

## NOTES AND MEANINGS

**GERALD DURRELL** (1925- ) : British zoologist and writer. He was born in Jamsheerpur in India. He has written several books, among which are : *My Family and Other Animals*, *Menagerie Manor*, *Birds, Beasts and Relatives* and *My Favourite Animal Stories*.

|                                   |  |
|-----------------------------------|--|
| crest                             | : a tuft or other natural growth on the top of the head of an animal |
| porcupine                         | : a rat-like animal covered with sharp needle-like spines            |
| crate                             | : a large box made of light pieces of wood                           |
| gurks                             | : harsh, loud sounds   |
| pride                             | : a group (of lions, peacocks, etc.)                                 |
| petulantly                        | : impatiently or irritably   |
| quills                            | : long, sharp, stiff spines of a porcupine                           |
| crackle of musketry               | : the cracking sound of many guns going off together                 |
| a personality to be reckoned with | : someone who cannot be ignored                                      |
| chivy                             | : chase ; trouble  |
| exhilarating                      | : gladdening, filling with high spirits                              |
| casualties                        | : wounded or hurt people   |
| littered                          | : made untidy ; scattered  |
| abandon                           | : careless freedom ; carefree behaviour                              |
| harried                           | : attacked repeatedly  |
| weird                             | : strange ; fantastic  |
| pincushion                        | : pad into which pins are stuck                                      |
| rodents                           | : animals which nibble e.g. mice, squirrels                          |
| beavers                           | : a fur-coated animal that lives both on land and in water           |

|                  |  |
|------------------|--|
| arboreal         | : tree-dwelling  |
| prehensile tails | : tails that are able to seize and hold (branches etc.)                    |
| terrestrial      | : living on the earth or land  |
| orgy             | : (here) a succession of actions carried out with great feeling or passion |
| Jeremy           | : one of the zoo staff   |
| at stake         | : in danger ; to be won or lost  |
| ado              | : fuss ; trouble and excitement  |
| wanderlust       | : strong desire for travelling or wandering                                |
| interlink wire   | : a special kind of wire made up of connected links                        |
| tooting          | : (here) sounding (the horn of a car, etc.)                                |
| Leo              | : the name of the lion which was kept in the zoo                           |
| revellers        | : merrymakers  |
| sign the pledge  | : (here) make a written promise never to drink alcohol                     |
| parish           | : division of a county with its own church and priest                      |
| coal cellar      | : underground room for storing coal  |

## UNDERSTANDING THE TEXT

### Section I (paragraphs 1-2)

1. The author speaks of Delilah as a new arrival. A new arrival, where ?
  - (i) At the airport.
  - (ii) At the zoo.

(iii) At the author's house.  
(iv) We can't say.

2 This passage is an extract from a book. Can you guess what the author has been speaking about immediately before this passage ? (Support your answer with a phrase or a sentence from paragraph 1).

(i) The problems of looking after a zoo.  
(ii) Animals in zoos, and their ways.  
(iii) Taming of wild animals in zoos.  
(iv) Other animals brought to his zoo

3. Why was Delilah put in a very strong crate ?

(i) Because she was very huge and strong.  
(ii) Because she could do a good deal of damage with her teeth.  
(iii) She had to be transported by air from the jungles of Africa.  
(iv) Both (i) and (iii).

4 Why was she put in a cage once she was brought to the zoo ?

(i) Because the crate was about to give way.  
(ii) Because the place meant for Delilah was not ready.  
(iii) Because animals in that zoo were usually put in cages.  
(iv) Because they wanted to keep her in a cage until she was tamed.

5. Pick out an ironic expression or statement from paragraph 2.

6. Was installing Delilah in her temporary home an easy job ? Cite facts to support your answer.

Section II (paragraphs 3-4)

7. On the basis of Section II say whether the following statements are true or false. Or say "We can't say". (Give reasons. Where

possible pick out a sentence from the text to support your answer).

- (i) The crested porcupines from Africa are the biggest porcupines in the world.
- (ii) Certain African porcupines have quills all over their body.
- (iii) The quills of a grown-up porcupine are about one foot long.
- (iv) Porcupines never shoot their quills.
- (v) Porcupines attack their enemies by backing into them.
- (vi) A porcupine does not shed its quills unless it is attacked.
- (vii) Porcupines are found only in Africa, Europe and America.
- (viii) The main difference between the American and African porcupines is that the former have no tails.

### Section III (paragraphs 5-6)

8. This section is about
  - (i) how Delilah was fed and cleaned.
  - (ii) how Delilah was taken from her first cage to her new one.
  - (iii) how Delilah used to fight.
  - (iv) how the men of the zoo brought her under control.
9. Why did the men of the zoo decide not to use a crate to take Delilah to her new home ?
  - (i) They knew she would not walk into a crate without putting up a fight.
  - (ii) They were afraid she would escape.
  - (iii) The crate they had was damaged.
  - (iv) They had safer ways of taking animals from one cage to another.
10. What method did they employ to transfer Delilah to her new quarters ? Did it work ? Which paragraph contains the answer ?

11. When she reached the courtyard Delilah did two things that gave some trouble to the author and Jeremy. What were they ? What, according to the author, was the reason ? Is the reason he gives real or fanciful ?

#### Section IV (paragraphs 7-9)

12. This section is about

- (i) Delilah's escape from the zoo and how she was brought back.
- (ii) A fight between John and Delilah
- (iii) A funny incident in John's life.
- (iv) How Delilah was tamed
- (v) Both (ii) and (iv).

13. How did Delilah get out of her cage ?

14. On the basis of Section IV say whether each of the following statements is true, probably true, false, or probably false. Or say "We can't be sure". (Give reasons. Where possible, pick out a phrase or a sentence to support your answer.)

- (i) The curved teeth of porcupines are very strong.
- (ii) The author knew nothing about Delilah's escape until after she was brought back to the zoo.
- (iii) Delilah was the first porcupine that the farmer ever saw
- (iv) The farm was about a couple of miles from the zoo
- (v) Delilah was brought back in the zoo van.
- (vi) It took John many hours to bring Delilah back to the zoo.
- (vii) The zoo was in a city.

15. Why did the author's mother go to John's cottage and wake him up instead of sending the author along with the farmer ? (Answer in 4-7 words.)

16. Two words in paragraph 8 suggest that both the author's mother and John acted fast when the news about the wild animal was brought to them. Pick out those words.

17. What method did John use to bring Delilah back? In which of the earlier paragraphs is the method described?

18. Why did John lock Delilah up in a coal cellar?

- Because he felt she did not deserve freedom.
- Because he knew it would be impossible for her to escape from the cellar.
- Because he felt it would be a comfortable place for her.
- Because he wanted to punish her.

19. In paragraph 6 the author says that once they reached the courtyard "a suspicion entered her head that she might be doing exactly what we wanted her to do" Of course this is a fanciful explanation intended to be humorous. Pick out from the text two other instances where the author speaks of Delilah as if she had ideas and feelings of the sort we have.

## E 11

### Exercise

Fill in the blanks using the verbs given in brackets, either with or without a preposition (whichever you think is correct).

- If you——that dog, it may——you.  
(approach, attack)
- Have you——his letter yet?  
(answer)
- The child——its father.  
(resemble)
- We saw two women——the shop.  
(enter)

2. Rewrite the following sentences using the word 'only'. Leave out the italicised words and insert 'only' in whatever position you think best.

- (i) She is six years old *and no more*.
- (ii) I saw her *as recently as* yesterday.
- (iii) You *and no one else* know the answer.
- (iv) Admission will be by ticket *and by no other means*.

## PUNCTUATION 11

You already know many uses of the comma. Here is one of its uses which you may not know.

Look at the following sentences :

- 1. My brother who is in Delhi is arriving today.
- 2. My brother, who is in Delhi, is arriving today.

Commas are very important in such sentences because they can change the meaning of the sentences.

In the above sentences, sentence 1 can mean that my brother who is in Delhi, and not the brother who is in Madras, is arriving today. Here the adjectival clause 'who is in Delhi' is a 'defining' clause. Commas are never used in sentences that contain 'defining' adjectival clauses.

Sentence 2 means that my brother is arriving today. The sentence gives us the extra information that he is in Delhi. In this sentence 'who is in Delhi' is a non-defining adjectival clause because the information it provides is not essential to the meaning of the sentence. Therefore we use commas to separate this incidental information.

**Exercise**

Given below are sentences containing defining and non-defining clauses. Use commas in the sentences containing non-defining clauses.

1. The rose bush which gets yellow coloured flowers is in the last pot on that side.
2. The girl who is wearing the blue saree is Meena and the girl who is wearing the white saree is her cousin.
3. The building which has the largest hall is booked for their programme
4. The doctor who was attending my mother once was also there at the party.
5. Our puppy that kept yapping all night ran away as soon as he got loose.

**SPEECH 11**

Read this conversation.

Ram : Paul is marrying Mary today.

Rahim : 'Pal marrying Mary ? I thought he disliked her.

Ram : I said 'Paul is marrying Mary.

Ram puts extra stress on Paul in the last sentence. Why ? He wants to make clear that it is Paul who is marrying Mary and

As you can see an important part of the meaning of Ram's sentence is conveyed by the correct placement of stress. Sentence

stress often helps the learner to get the exact meaning of what the speaker says.

Now let us read the sentence again moving the stress to some other words.

First : Paul is marrying '*Mary* today.

This means that it is *Mary* he is marrying and not any other girl.

Next : Paul is marrying *Mary* *to'day*.

This could mean that he is marrying her today and not tomorrow or some other day.

Remember, however, this does not mean that the other words in the sentence are not stressed. We can emphasise an important word by giving it extra stress, but the other words in the sentence are stressed as usual, e.g. 'Paul is 'marrying '*Mary* *to'day*. In this sentence *Mary* is the word we have specially emphasised.

### *Exercise*

In the following sentence, stress each italicised word in turn and say how each change in stress affects the meaning.

*Ram* is flying to *Germany* *this month*.

## WRITTEN WORK 11 : PARAGRAPH-WRITING

### A Summary in a Paragraph

1. In the last unit we discussed how a composition is conceived, and how the paragraphs in it are related to one another. We also saw how subtitles can be used to show the topics of paragraphs.

*Exercise 1*

Look at the unit "Taming the Atom".

- (1) What are linking devices by which the several paragraphs are connected ?
- (2) Give sub-titles to each one of the paragraphs.
- (3) Arrange the sub-titles in order. You will then see the outline plan that the writer might have made for himself before he set down to write "Taming the Atom"

## 2

Look at the sub-titles you have given to the paragraphs in "Taming the Atom" [Exercise 1 (3) above]. These give you a summary of the essay. Using them as a starting point can you summarise the essay in a paragraph ? Remember: You will have to expand the titles into sentences, and use transition and other devices

..

Another exercise in summarising. Try and retell the "Ant and the Grasshopper" in just a paragraph. A few hints below :

of the ant and the grasshopper——but in the story of May and his brother Tom it was the other way round ? ——George : hard work, saving for old age——Idiots, never a day's hard work, not bothered about —in the end ?——what happened to George (or Tom ?)

*Exercise 4*

In "Delilah" we were told how a porcupine protects itself with its quills. There are several other ways by which animals defend themselves. A few are suggested below in the form of hints. Use them to write a short paragraph on 'Animal Defence'.

The instinct for survival——animals living in fear of the bigger ones and man——simplest way to save oneself : fleeing from danger——(e.g. butterfly from a child——rabbit from a hound)——other ways——feigning death (e.g. the opossum)——hissing (e.g. wild turkey hen hisses like a snake)——stinking odour (e.g. skunk sending out a jet of foul-smelling liquid)——camouflage (e.g. leopard merging with the background——chameleon 'changing' colour to suit the surroundings.)

## 12. Ideas That Have Helped Mankind

BERTRAND RUSSELL

BEFORE we can discuss this subject we must form some conception as to the kind of effect that we consider a help to mankind. Are mankind helped when they become numerous? Or when they become less like animals? Or when they become happier? Or when they learn to enjoy a greater diversity of experiences? Or when they come to know more? Or when they become more friendly to one another? I think all these things come into our conception of what helps mankind, and I will say a preliminary word about them.

2 The most indubitable respect in which ideas have helped mankind is numbers. There must have been a time when *homo* was a very rare species, subsisting precariously in jungles terrified of wild beasts, having difficulty in securing food. At this period the biological advantage of his intelligence, which was cumulative because it could be passed from generation to generation, had scarcely begun to offset the disadvantages of his long infancy, his lessened size compared with monkeys, and his lack of hirsute protection against cold. In those days, the number of men must certainly have been very small. The main use to which, throughout the ages, men have put their technical skill has been to increase the total population. I do not mean that this was the intention, but that it was, in fact, the effect. If this is something to rejoice in, then we have occasion to rejoice.

3 We have also become, in certain respects, progressively less like animals. I can think in particular of two respects: first, that acquired, as opposed to congenital, skills play a continually increasing part in human life, and, secondly, that forethought more and more dominates impulse. In these respects we have certainly become progressively less like animals.

4 As to happiness, I am not so sure. Birds, it is true, die of hunger in large numbers during the winter, if they are not birds of passage. But during the summer they do not foresee this catastrophe, or remember how nearly it befell them in the previous winter. With human beings the matter is otherwise. I doubt whether the percentage of birds that will have died of hunger during the present winter (1946-7) is as great as the percentage of human beings that will have died from this cause in India and central Europe during the same period. But every human death by starvation is preceded by a long period of anxiety, and surrounded by the corresponding anxiety of neighbours. We suffer not only the evils that actually befall us, but all those that our intelligence tells us we have reason to fear. The curbing of impulses to which we are led by forethought averts physical disaster at the cost of worry, and general lack of joy. I do not think that the learned men of my acquaintance, even when they enjoy a secure income, are as happy as the mice that eat the crumbs from their tables while the erudite gentlemen snooze. In this respect, therefore, I am not convinced that there has been any progress at all.

5 As to diversity of enjoyments, however, the matter is otherwise. I remember reading an account of some lions who were taken to a movie showing the successful depredations of lions in a wild state, but none of them got any pleasure from the spectacle. Not only music, and poetry, and science, but football, and baseball, and alcohol, afford no pleasure to animals. Our intelligence has, therefore, certainly enabled us to get a much greater variety of enjoyment than is open to animals, but we have purchased this advantage at the expense of a much greater liability to boredom.

6 But I shall be told that it is neither numbers nor multiplicity of pleasures that make the glory of man. It is his intellectual

and moral qualities. It is obvious that we know more than animals do, and it is common to consider this one of our advantages. Whether it is, in fact, an advantage, may be doubted. But at any rate it is something that distinguishes us from the brutes.

7 Has civilization taught us to be more friendly towards one another? The answer is easy. Robins (the English, not the American species) peck an elderly robin to death, whereas men (the English, not the American species) give an elderly man an old-age pension. Within the herd we are more friendly to each other than are many species of animals, but in our attitude towards those outside the herd, in spite of all that has been done by moralists and religious teachers, our emotions are as ferocious as those of any animal, and our intelligence enables us to give them a scope which is denied to even the most savage beast. It may be hoped, though not very confidently, that the more humane attitude will in time come to prevail, but so far the omens are not very propitious.

8 All these different elements must be borne in mind in considering what ideas have done most to help mankind. The ideas with which we shall be concerned may be broadly divided into two kinds: those that contribute to knowledge and technique, and those that are concerned with morals and politics. I will treat first those that have to do with knowledge and technique.

9 The most important and difficult steps were, taken before the dawn of history. At what stage language began is not known, but we may be pretty certain that it began very gradually. Without it it would have been very difficult to hand on from generation to generation the inventions and discoveries that were gradually made.

10 Another great step, which may have come either before or after the beginning of language, was the utilization of fire. I suppose that at first fire was chiefly used to keep away wild beasts while our ancestors slept, but the warmth must have been found agreeable. Presumably on some occasion a child

got scolded for throwing the meat into the fire, but when it was taken out it was found to be much better, and so the long history of cookery began.

- 11 The taming of domestic animals, especially the cow and the sheep, must have in de life much pleasanter and more secure. Some anthropologists have an attractive theory that the utility of domestic animal was not foreseen, but that people attempted to tame whatever animal then religion taught them to worship. The tribes that worshipped lions and crocodiles died out while those to whom the cow or the sheep was a sacred animal prospered. I like this theory, and in the entire absence of evidence, for or against it, I see<sup>t</sup> at liberty to play with it.
- 12 Even more important than the domestication of animals was the invention of agriculture, which, however, introduced blood-thirsty practices into religion that lasted for many centuries. Fertility rites tended to involve human sacrifice and cannibalism. Moloch would not help the corn to grow unless he was allowed to feast on the blood of children. A similar opinion was adopted by the Evangelicals of Manchester in the early days of industrialism, when they kept six-year-old children working twelve to fourteen hours a day, in conditions that caused most of them to die. It has now been discovered that grain will grow, and cotton goods can be manufactured, without being watered by the blood of infants. In the case of the grain, the discovery took thousands of years; in the case of the cotton goods hardly a century. So perhaps there is some evidence of progress in the world.
- 13 The last of the great pre-historic inventions was the art of writing, which was indeed a pre-requisite of history. Writing, like speech, developed gradually, and in the form of pictures designed to convey a message it was probably as old as speech, but from pictures to syllable writing and thence to the alphabet was a very slow evolution. In China the last step was never taken.

## NOTES AND MEANINGS

**BERTRAND RUSSELL (1872-1970):** British mathematician, writer, philosopher and social reformer. He made several original and important contributions to the fields of logic and mathematics. Two of his main works are *Principles of Mathematics* and *History of Western Philosophy*. “Ideas That Have Helped Mankind” has been taken from a collection titled *Unpopular Essays*.

|  |   |  |
|--|---|--|
| indubitable                                      | : | that cannot be doubted   |
| <i>homo sapiens</i>                              | : | modern man as a species  |
| subsisting                                       | : | existing in an uncertain or insecure manner; living in a manner that depends on chance alone                         |
| precariously                                     | : |  |
| biological advantage of his greater intelligence | : | the mere fact that he was born a man gave him more intelligence and therefore an advantage in the struggle for life. |
| cumulative                                       | : | increasing in amount by one addition after another   |
| agility  | : | ability to move quickly  |
| hirsute  | : | hairy  |
| congenital                                       | : | belonging to one from birth  |
| catastrophe                                      | : | sudden disaster  |
| curbing  | : | keeping under control  |
| erudite  | : | scholarly, having great learning   |
| snooze   | : | take a short sleep   |
| depredations of lions in a wild state            | : | the destruction of the power of lions in their wild state by killing, capturing, taming                              |
| greater liability (to boredom)                   | : | greater tendency (to boredom)  |

|                 |   |  |
|-----------------|---|--|
| robins          | : | small, brownish red birds with red breast feathers   |
| the herd        | : | (here) the social group one belongs to   |
| omens           | : | signs telling of future happenings   |
| propitious      | : | favourable   |
| anthropologists | : | people who study, the beginnings, development, customs and beliefs of mankind (anthropology is the science of man) |
| fertility rites | : | ceremonies performed in order that production of young, grain fruit, etc., may increase                            |
| cannibalism     | : | the practice of eating the flesh of one's own kind   |
| Moloch          | : | a god to whom children were sacrificed   |
| Evangelicals    | : | a Christian religious group  |
| pre-requisite   | : | a thing required as a condition for something else   |

## UNDERSTANDING THE TEXT

### Section I (paragraph 1)

1. In this section the author is trying to
  - (i) introduce the ideas that have helped mankind.
  - (ii) give the overall plan of the essay.
  - (iii) make clear what kind of thing he regards as a help to mankind.

(iv) state that mankind has been helped in many different ways.

2. Pick out a sentence which says what paragraph 1 is about.

### Section II (paragraphs 2-4)

3. The main point in paragraph 2 is that

- (i) increase in numbers is proof of progress.
- (ii) *homo sapiens* (man) had great difficulty in surviving.
- (iii) man has actually succeeded in vastly increasing the population by the application of his ideas and skills.
- (iv) the increase in the total population is something we can rejoice in.

4. What were the three disadvantages of *homo sapiens* (man) compared with other animals? What enabled him to make up for these disadvantages?

5. For discussion

The author says: "The main use to which throughout the ages men have put their technical skill has been to increase the total population." Has man used it in the opposite way? Give examples of both kinds of use of technical skills. After considering both these, do you think the author's claim still stands?

6. On the basis of paragraph 3 say whether each of the following statements is true or false. Or say, "We can't be sure".

- (i) Man has more 'acquired skills' than any other animal.
- (ii) Congenital skills (skills that come naturally) are less useful than acquired skills.
- (iii) Man has both forethought and impulses; he has come to rely more on forethought than on impulses.

7. What is the central idea of paragraph 4?

- (i) It is certain that man has made no progress.

(ii) Man does not seem to have made much progress in the matter of happiness; perhaps he has become unhappier than animals

(iii) Death is more painful for man than for birds and animals

(iv) We suffer not only the evils which befall us but also the evils which we think may befall us.

8. What are the reasons, according to the author, why man has become less happy, on the whole, than animals?

(i) Widespread poverty and starvation.

(ii) The worry and lack of joy caused by the control of impulses.

(iii) Anxiety about the future.

(iv) Both (ii) and (iii).

### Section III (paragraphs 5-7)

9. Which of the following is the best summary of paragraph 5?

(i) In the matter of diversity of enjoyments man has made great progress.

(ii) Animals have no variety of enjoyment; man has great variety.

(iii) Music, poetry, science, sports and games do not afford animals any pleasure.

(iv) Man has greater diversity of enjoyments than animals; man is also more easily bored than animals.

10. What is the main point of paragraph 6?

(i) Man's intellectual and moral qualities are to be considered his glory.

(ii) It is obvious that man knows more than animals do.

(iii) It is not certain that man's greater knowledge is, in fact, a real advantage.

(iv) Both (i) and (ii)

11. What is the main point of paragraph 7?

(i) The more civilised men are, the friendlier they are to one another.

(ii) Civilisation has not made us friendlier to one another.

(iii) Humane attitudes to one's fellowmen will come to prevail in future.

(iv) We have progressed in friendliness to one another, but only within the herd (that is, within our own community).

12. Why does the author contrast the American and English 'species' of man in paragraph 7?

(i) He means to criticise the American treatment of elderly people.

(ii) He is ridiculing American capitalism.

(iii) He is stating facts in accurate language, without any intention to criticise.

(iv) He is stating facts but in a humorous way.

### Sections I-III (paragraphs 1-7)

(Note: Now let us look at what we have read up to now, as a whole.)

13. Pick out the topic sentence (that is, the sentence which says what the paragraph is about) in each of these seven paragraphs. Note the position of the topic sentence in each paragraph and comment on the way the paragraphs are constructed.

14. Paragraphs 2-7 are each linked directly to a sentence in paragraph 1. Match each of these paragraphs with the related sentence in paragraph 1.

15 Which of the following does the author do in paragraphs 1-7?

- (i) He mentions some ideas that have helped mankind and discusses each in turn with illustrations.
- (ii) He makes clear what things may be regarded as helpful or good for mankind and examines whether mankind has, in fact, become better in these ways.
- (iii) He shows that man has become different from animals; but suggests that he is not necessarily better for this difference.
- (iv) He lists ways in which mankind have actually progressed from pre-historic times until now.

#### Section IV (paragraphs 8-13)

16. The theme of this section is

- (i) pre-historic man.
- (ii) scientific, technical, moral and political ideas that have helped mankind.
- (iii) ideas related to knowledge and technique, which have helped mankind.
- (iv) the importance of chance in human progress in pre-historic times.

17. In what way was the development of language a very important step in man's progress?

18. On the basis of paragraphs 9-11 say whether each of the following statements is true, probably true, false, or probably false. (Give reasons. Where possible, pick out a sentence or a phrase to support your answer.)

- (i) Language began and developed gradually.
- (ii) It was to keep wild beasts away that fire was first used by man.

(iii) Without language inventions could not have been handed on from generation to generation.

(iv) Anthropologists have found out how man came to domesticate animals.

19. In paragraphs 8-13 the author is talking about ideas that helped mankind before the beginning of the history; therefore he is not sure when or how certain things happened. Pick out a few words or phrases which he uses to suggest his uncertainty.

20. What, according to the author, gave rise to human sacrifice and cannibalism? Does he give any evidence to back his statement?

21. Name the five great ideas (or discoveries) discussed by the author in this section.

22. What, according to the author, is the best form of writing? In what respect is it different from the writing that was developed in pre-historic times?

23. **For discussion**

Do you think the author is fair in comparing the 19th century practice of employing children in cotton factories with human sacrifice in pre-historic times to please the gods of fertility? Did the manufacturers of cotton in Manchester believe that cotton goods could not be manufactured "without being watered by the blood of infants"? Do you suspect that the author dislikes religion? Or is he merely being mischievous?

24. The essay as given here is incomplete; the last part of the original essay has been left out. Can you find out from paragraph 8 any evidence for this? What kind of ideas does he discuss in Section IV? And what kind do you think he discusses in the part left out?

**USAGE 12****Revision Exercise**

1. Fill in each blank with a suitable preposition:
  - (i) The price depends \_\_\_\_\_ the quality.
  - (ii) The teacher pointed \_\_\_\_\_ the girl
  - (iii) I rely \_\_\_\_\_ his help.
  - (iv) Everyone stared \_\_\_\_\_ the professor.
2. Fill in the blanks with the correct tense of the verbs in brackets:
  - (i) We \_\_\_\_\_ nothing to eat since eight this morning.  
(have)
  - (ii) You \_\_\_\_\_ a lot since I last \_\_\_\_\_ you.  
(grow, saw)
  - (iii) He \_\_\_\_\_ not \_\_\_\_\_ to us since last Christ-  
mas. (write)
  - (iv) Since my son \_\_\_\_\_ to school he \_\_\_\_\_ rapid  
progress. (go, make)

**SPELLING 12****Revision Exercise**

Select the correctly spelled word from the words given in brackets.

1. We need a strong (male, mail) to carry this heavy (mail, male) to the post-office.

2. Manju isn't (satisfyed, satisfied) with her work, so she has decided not to come for the movie.
3. The horse would not run fast unless he were severely (whiped, whipped).
4. The boys wearing (woolen, woollen) socks are responsible for the teacher's (anniorance, annoyance).

The explorers agreed that the (assent, ascent) was possible.

Dodo is an extinct (speceis, species) of bird.

you really (succeeding, succeeding) in your attempts at music?

ian (carried, carried) Gopal to hospital, because he a broken leg

5. There was no (conveiance, conveyance) available so late at night

## SPEECH 12

In a sentence certain parts of speech are usually stressed. These parts of speech carry a lot of information and are therefore important. They include nouns, main verbs, adjectives, adverbs, and demonstrative and interrogative pronouns. Articles, prepositions and helping verbs are not usually stressed.

### *Examples*

He 'came 'late to the 'office.

'Nobody 'took any 'notice of him.

I'd 'like to know who 'broke it.

*Exercise*

In the following sentences stress the important words.

1. He's going to meet us at the station.
2. It was the first day of September.
3. Fire was used to keep away wild beasts.
4. Moloch feasted on the blood of children.
5. In China the last step was never taken.

**WRITTEN WORK 12 : PARAGRAPH-WRITING****The last sentence of a paragraph**

1. A well-written paragraph usually opens with an interesting statement or question (in some cases this is the topic sentence) which leads the reader into asking a few eager questions : "How did it happen ?" or "How can you say that ?" or "How can you compare the two ?" or "What are your reasons ?" The paragraph gives him the answers. When the writer feels that he has said enough about the topic the paragraph comes to an end. At this point the reader sits back and says, "So that is that...!" He gets a feeling of completion and of satisfaction. On the other hand, the last sentence of the paragraph may lead him on to the next paragraph. In either case the last sentence in a paragraph, the sentence which says the 'final word', is as important as the first sentence.

Look at paragraph 3 of "Ideas That Have Helped Mankind". The topic sentence says : "We have also become in certain respects progressively less like animals." The last sentence is : "In these respects, we have certainly become progressively less like animals." Though the second part of the last sentence seems to be a repetition

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of the topic sentence, it is still necessary, since the writer wants to re-emphasise the fact that man *has* progressed.

Now, look at paragraph 4 in the same essay Topic sentence: "As to happiness I am not so sure." Last sentence "In this respect ... I am not convinced that there has been any progress at all." See how in the first sentence the writer expresses his uncertainty. In the end, he repeats that view, with the help of a synonym: "I am not convinced .." Thus he indicates to the reader that he has rounded off this phase of his thought.

Paragraph 1 of "Ideas That Have Helped Mankind" begins by saying, "We must form conception...a help to mankind" and closes by saying, "I think all those things come into our conception of what helps mankind" and makes us anticipate the content of the next paragraph by adding "and I will say a preliminary word about them".

### *Exercise 1*

Given below are the topic sentence and the last sentence of a paragraph, with the points for the development of the 'body' of the paragraph. Write an interesting paragraph with their help.

*Topic Sentence* : "It is true that the human tongue is not as resourceful as some animal tongues ; yet it has its uses."

*Development : Animal tongues :*

1. Frog's tongue—can catch insects.
2. Snake's tongue—helps it 'feel its way.'

*Human tongue :*

mastication ; as a toothpick ; expression of emotion (by sticking out the tongue)—speaking.

*Last sentence* : Don't you now agree that the human tongue is not as useless as it is made out to be ?

*Exercise 2*

In the essay "Ideas That Have Helped Mankind" Russell says, "Birds, it is true, die of hunger in large numbers during the winter, if they are not birds of passage." Bird migration is a fascinating phenomenon. Given below are a few questions on the subject and clues to their answers. Use them to write a short paragraph on 'Bird Migration'.

1. What is bird migration ?

(mass movement of birds from one place to another)

2. Why do birds migrate ?

[for warmth and food, e.g. from the cold north in winter—for new homes, e.g. barn swallows travel from Brazil to Alaska (7000 miles) to lay their eggs—the young birds fly back to Brazil]

3. How do birds find their way ?

(old beliefs : guided by winds, earth's magnetic field, or simply follow older birds—mostly disproved—modern finding : complex phenomenon--combination of several navigational aids—e.g. the sun and the stars, visual landmarks, sensing, radio waves)

4. How much do we know about bird migration ? (not much—number of unsolved problems—fascinating subject—)

## 13. A Village Cricket Match

A. G. MACDONELL

1 THE crisis was now desperate. The fieldsmen drew nearer and nearer to the batsmen, excepting the youth in the blue jumper. Livingstone balanced himself on his toes. Mr. Shakespeare Pollock hopped about almost on top of the batsmen, and breathed excitedly and audibly. Even the imperturbable Mr Southcott discarded the piece of grass which he had been chewing so steadily. Mr. Hodge took himself off and put on the Major, who had by now somewhat lived down the quart and a half.

2 The batsmen crouched down upon their bats and defended stubbornly. A snick through the slips brought a single. A ball which eluded the publisher's gigantic pads brought a bye. A desperate sweep at a straight half-volley sent the ball off the edge of the bat over third-man's head and in normal circumstances would have certainly scored one, and possibly two. But Mr. Harcourt was on guard at third-man, and the batsmen, by nature cautious men, one being old and the sexton, the other the postman and therefore a Government official, were taking no risks. Then came another single off a mis-hit, and then an interminable period in which no wicket fell and no run was scored. It was broken at last disastrously, for the postman struck the ball sharply at Mr. Pollock, and Mr. Pollock picked it up and, in an ecstasy of zeal, flung it madly at the wicket. Two overthrows resulted.

The scores were level and there were two wickets to fall. Silence fell. The gaffers, victims simultaneously of excitement

and senility, could hardly raise their pint pots—for it was past six o'clock, and the front door of the *Three Horseshoes* was now as wide open officially as the back door had been unofficially all afternoon.

4 The Major, his red face redder than ever and his chin sticking out almost as far as the Napoleonic Mr. Ogilvy's, bowled a fast half-volley on the leg-stump. The sexton, a man of iron muscle from much digging, hit it fair and square in the middle of the bat, and it flashed like a thunderbolt, waist-high, straight at the youth in the blue jumper. With a shrill scream the youth sprang backwards out of its way and fell over on his back. Immediately behind him, so close were the fieldsmen clustered, stood the mighty Boone. There was no chance of escape for him. Even if he had possessed the figure and the agility to perform back-somersaults, he would have lacked the time. He had been unsighted by the youth in the jumper. The thunderbolt struck him in the midriff like a redhot cannon-ball upon a Spanish galleon, and with the sound of a drumstick upon an insufficiently stretched drum. With a fearful oath Boone clapped his hands to his outraged stomach and found that the ball was in the way. He looked at it for a moment in astonishment and then threw it down angrily and started to massage the injured spot while the field rang with applause at the brilliance of the catch.

5 Donald walked up and shyly added his congratulations. Boone scowled at him.

6 "I didn't want to catch the—thing," he said sourly, massaging away like mad.

"But it may save the side," ventured Donald.

"Blast the—side," said Boone.

Donald went back to his place.

7 The scores were level and there was one wicket to fall. The last man in was the blacksmith, leaning heavily upon the shoulder of the baker who was going to run for him, and limping as if in great pain. He took guard and looked round savagely. He was clearly still in a great rage.

8 The first ball he received he lashed at wildly and hit straight up into the air to an enormous height. It went up and up and up, until it became difficult to focus it properly against the deep, cloudless blue of the sky, and it carried with it the hopes and fears of an English village. Up and up it went and then at the top it seemed to hang motionless in the air, poised like a hawk, fighting, as it were, a heroic but forlorn battle against the chief invention of Sir Isaac Newton, and then it began its slow descent.

9 In the meanwhile things were happening below, on the terrestrial sphere. Indeed, the situation was rapidly becoming what the French call *mouvemente*. In the first place, the blacksmith forgot his sprained ankle and set out at a capital rate for the other end, roaring in a great voice as he went, "Come on, Joe!" The baker, who was running on behalf of the invalid, also set out, and he also roared, "Come on, Joe!" and side by side, like a pair of high-stepping hackneys, the pair cantered along. From the other end Joe set out on his mission, and he roared, "Come on, Bill!". So all three came on. And everything would have been all right, so far as the running was concerned, had it not been for the fact that Joe, very naturally, ran with his head thrown back and his eyes goggling at the hawk-like cricket ball. And this in itself would not have mattered if it had not been for the fact that the blacksmith and the baker, also very naturally, ran with their heads turned not only upwards but also backwards as well, so that they too gazed at the ball, with an alarming sort of squint and a truly terrific kink in their necks. Half-way down the pitch the three met with a magnificent clang, reminiscent of early, happy days in the tournament-ring at Ashby-de-la-Zouche, and the hopes of the village fell with the resounding fall of their three champions.

10 But what of the fielding side? Things were not so well with them. If there was doubt and confusion among the warriors of Fordenden, there was also uncertainty and disorganisation among the ranks of the invaders. Their main trouble was the excessive concentration of their forces in the neighbourhood of the wicket. Napoleon laid it down that it

was impossible to have too many men upon a battlefield, and he used to do everything in his power to call up every available man for a battle. Mr. Hodge, after a swift glance at the ascending ball and a swift glance at the disposition of his troops, disagreed profoundly with the Emperor's dictum. He had too many men, far too many. And all except the youth in the blue silk jumper, and the mighty Boone, were moving towards strategical positions underneath the ball, and not one of them appeared to be aware that any of the others existed. Boone had not moved because he was more or less in the right place, but then Boone was not likely to bring off the catch, especially after the episode of the last ball. Major Hawker, shouting "Mine! mine!" in a magnificently self-confident voice, was coming up from the bowler's end like a battle-cruiser. Mr. Harcourt had obviously lost sight of the ball altogether, if indeed he had ever seen it, for he was running round and round Boone and giggling foolishly. Livingstone and Southcott, the two cracks, were approaching competently. Either of them would catch it easily. Mr. Hodge had only to choose between them and, coming to a swift decision, he yelled above the din, "Yours, Livingstone!" Southcott, disciplined cricketer, stopped dead. Then Mr. Hodge made a fatal mistake. He remembered Livingstone's two missed sitters, and he reversed his decision and roared "Yours, Bobby!" Mr. Southcott obediently started again, while Livingstone, who had not heard the second order, went straight on. Captain Hodge had restored the *status quo*.

11

In the meantime the professor of ballistics had made a lightning calculation of angles, velocities, density of the air, barometer-readings and temperatures, and had arrived at the conclusion that the critical point, the spot which ought to be marked in the photographs with an X, was one yard to the north-east of Boone, and he proceeded to take up station there, colliding on the way with Donald and knocking him over. A moment later Bobby Southcott came racing up and tripped over the recumbent Donald and was shot head first into the Abraham-like bosom of Boone. Boone stepped back a yard under the impact and came down with his spiked boot, surmounted by good eighteen stone of flesh and blood, upon the

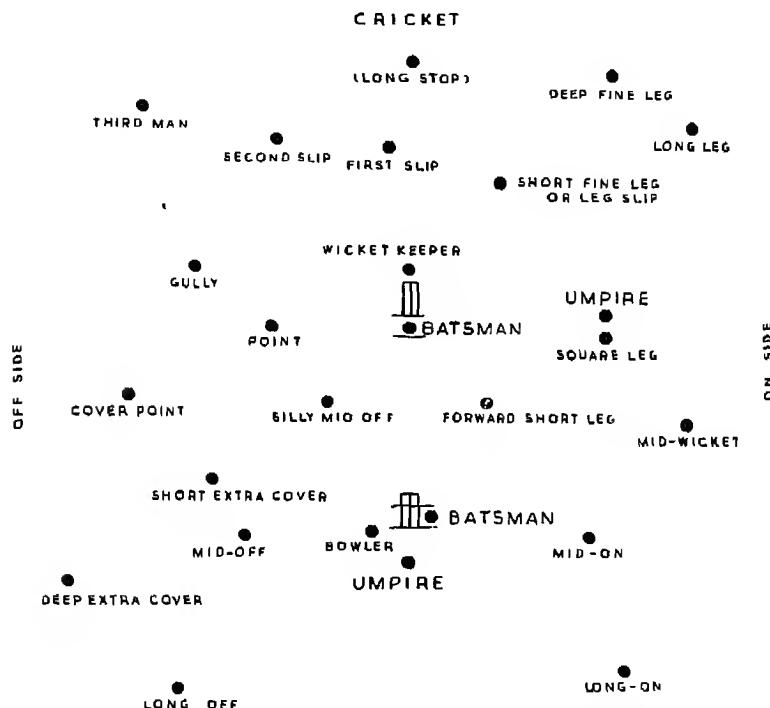
professor's toe. Almost simultaneously the portly wicket-keeper, whose movements were a positive triumph of the spirit over the body, bumped the professor from behind. The learned man was thus neatly sandwiched between Tweedledum and Tweedledee, and the sandwich was instantly converted into a ragout by Livingstone, who made up for his lack of extra weight—for he was always in perfect training—by his extra momentum. And all the time Mr. Shakespeare Pollock hovered alertly upon the outskirts like a Rugby scrum half, screaming American University cries in a piercingly high tenor voice.

12 At last the ball came down. To Mr. Hodge it seemed a long time before the invention of Sir Isaac Newton finally triumphed. And it was a striking testimony to the mathematical and ballistical skill of the professor that the ball landed with a sharp report upon the top of his head. Thence it leapt up into the air a foot or so, cannoned on to Boone's head, and then trickled slowly down the colossal expanse of the wicket-keeper's back, bouncing slightly as it reached the massive lower portions. It was only a foot from the ground when Mr. Shakespeare Pollock sprang into the vortex with a last ear-splitting howl of victory and grabbed it off the seat of the wicket-keeper's trousers. The match was a tie. And hardly anyone on the field knew it except Mr. Hodge, the youth in the blue jumper, and Mr. Pollock himself. For the two batsmen and the runner, undaunted to the last, had picked themselves up and were bent on completing the single that was to give Fordenden the crown of victory. Unfortunately, dazed with their falls, with excitement, and with the noise, they all three ran for the same wicket, simultaneously realised their error, and all three turned and ran for the other—the blacksmith, ankle and all, in the centre and leading by a yard, so that they looked like pictures of the Russian troika. But their effort was in vain, for Mr. Pollock had grabbed the ball and the match was a tie.

13 And both teams spent the evening at the *Three Horseshoes* and Mr. Harcourt made a speech in Italian about the glories of England and afterwards fell asleep in a corner, and Donald got home to Royal Avenue at one o'clock in the morning, feeling that he had not learnt very much about the English from his experience of their national game.

## NOTES AND MEANINGS

A. G. MACDONELL (1895-1941) : His first book was *England, Their England* from which this extract has been taken. It was published in 1933 and became very popular in England.



imperturbable : calm, not capable of being excited

snick : a slight turn of the ball with the bat

slips : a part of the ground where some fielders stand, usually to the right of the wicket-keeper

bye : a run scored for a ball that passes the batsman and the wicket-keeper

half-volley : return of the ball as soon as it touches the ground

third-man : a fielding position (refer to illustration)

sexton : a man who takes care of a church building, rings the church bell, etc.

interminable : endless

ecstasy of zeal : (here) excess of enthusiasm

gaffers : (colloq.) old men, especially countrymen

senility : weakness due to old age

pint pots : containers of earthenware or metal which can hold a pint of beer, ale, etc.

'seshoes : the name of a public house

: the part of the wicket which is on the left rear of a right-handed batsman

: abdomen

: an old-fashioned Spanish sailing-ship

: the blank stands for some bad, 'unprintable' word like damn or bloody.

: stayed balanced

of : refers to the Law of Gravity

: the earth

: lively

: at great speed

: an ordinary horse used for riding or driving

: galloped (usually refers to horses)

: staring at with bulging eyes

squint : to look with partly closed eyes

kink : twist

reminiscent : reminding one of

tournament ring : a place where contests between knights on horseback were held in the Middle Ages

|                           |   |  |
|---------------------------|---|--|
| Ashby-de-la-Zouche        | : | a famous tournament ground in Leicestershire in England  |
| the warriors of Fordenden | : | the home team  |
| disposition               | : | arrangement  |
| dictum                    | : | a saying; expression of opinion  |
| strategical positions     | : | important places where the ball was most likely to fall  |
| battle-cruiser            | : | war ship   |
| cracks                    | : | experts; first-rate players  |
| sitters                   | : | (here) easy catches  |
| <i>status quo</i>         | : | (here) the original situation  |
| ballistics                | : | science of projectiles e.g. rockets, missiles, etc.  |
| velocities                | : | speeds   |
| recumbent                 | : | lying down   |
| Abraham-like bosom        | : | in the Bible the phrase 'Abraham's bosom' refers to heaven (Luke 16.22) Here it humorously refers to Boone's broad chest |
| spiked boots              | : | boots with sharp pointed pieces of metal on their soles  |
| portly                    | : | round and fat  |
| Tweedledum and Tweedledee | : | two persons who are very much alike  |
| ragout                    | : | meat and vegetable stew  |
| momentum                  | : | extra force gained by movement   |
| Rugby                     | : | a kind of football played using an oval-shaped ball  |
| scrum-half                | : | one particular player in a game of rugby   |
| tenor                     | : | a high pitched male voice  |
| vortex                    | : | whirl of activity  |
| troika                    | : | A small Russian carriage drawn by three horses   |

**UNDERSTANDING THE TEXT****Section I (paragraphs 1-3)**

1. Did the 'desperate sweep at the straight half-volley' (paragraph 2) bring any runs? How many runs are made in paragraph 2? (*Note* : a single, a bye and an overthrow each counts as one run.)
2. The opening sentence says, "The crisis was now desperate". How many runs were required for a win and how many wickets were there to fall?
3. Who were the two batsmen?
4. Pick out what you regard as the three most humorous sentences in this section.

**Section II (paragraphs 4-7)**

5. Who jumped out of the way of the ball? Who was hit by it?
6. What kind of a catch was made by Boone? (Pick out a sentence from the text in support of your answer.)
  - (i) It was a very easy catch.
  - (ii) It was a very difficult ball and Boone made a brilliant catch.
  - (iii) It hit another fieldsman and bounced; then it was easy to catch.
  - (iv) It was neither easy nor too difficult.
  - (v) Boone was painfully hit by it and he caught it without wanting to.
7. What did the spectators think of the catch? Which of the answers under 6 above would they have given?

8. Which batsman was out now ? And who took his place ?
9. Mention what you regard as the most comic incident in this section. (Refer to sentences in the text.)

### Section III (paragraphs 8-10)

10. Why did the baker have to run for the blacksmith ?
11. Paragraph 9 says, "In the meanwhile things were happening below, on 'the terrestrial sphere' " (=the plane of the earth). What had been happening in the 'celestial sphere' (=the sky) ? (Answer in one sentence).
12. What were the batsmen doing at this time ? What was the blacksmith's first name ? What was the postman's first name ?
13. What were the blacksmith, the baker and the postman looking at ? (Two words) What prevented them from completing their run ? (A short sentence.)
14. Which side is meant by 'the warriors of Fordenden' and which by 'the invaders' ? Guess what Fordenden is.
15. How many people do you find in paragraph 10 positioning themselves to catch the ball ? Who were they ?
16. What mistake or mistakes had Livingstone made earlier in the match ?
17. Which player or players did the Captain order to make the catch ? What was Southcott's first name ?
18. Pick out what you regard as the most humorous description in this section. (One sentence.) Also name the funniest incident in it.

**Section IV (paragraphs 11-13)**

19. Who are the four people (besides those in paragraph 10) whom you find in paragraph 11 in the area of the ball ? Which two people are stout or big and who is small and fit ?
20. "...the invention of Sir Isaac Newton finally triumphed"—in plain words, what happened ?
21. Of all the fielders it was the professor of ballistics who had chosen the correct position. What was the event that proved this ? Who caught the ball and from where ?
22. What did the batsmen do, and why ? And what went wrong ?
23. Paragraph 4 says that the ball struck the huge Boone "like a red-hot cannon ball upon a Spanish galleon". Pick out humorous comparisons of this kind in the story. (There are at least three others.)
24. Which team was better, on the whole, do you think, the fielding one or the batting one ? Did the deserving side win ?

**USAGE 13****Revision Exercise**

1. Put the following into reported speech :

"It's not for me to say," he replied. "No harm in trying for a bit more, is there ?"

"Tell him I'll take a hundred," I said.

2. Add the correct tag to the following sentences.  
(Remember to change the full-stop to a comma.)

*Example* : We haven't had our lunch yet.

We haven't had our lunch yet, have we ?

- (i) I never drink tea.
- (ii) Elephants are very strong animals.
- (iii) The journey was not an easy one
- (iv) She will miss the train.

3. Rewrite the following sentences as indicated :

- (i) You won't hit him, won't you ? (Rewrite using appropriate tag.)
- (ii) The train will arrive the other platform. (Add correct preposition.)
- (iii) There is the boy. I met him at my friend's house  
(Single sentence with relative clause)
- (iv) The rain stopped. I went for a walk. (Put one sentence  
into the Past Perfect.)

## PUNCTUATION 13

A. In Lesson 11 we saw how to emphasise a word in speech.  
But how do we show emphasis in writing ?

In writing, when such emphasis has to be shown, we use the following conventions/devices :

1. Underline the word/words.

e.g. I hate the rainy season.

or

I don't want you here !

2. Use bold type for the word/words

e.g. Sheela **did** go to the stores, but the material was not available.

3. Put the word/words in italics.

e.g. The *barber* murdered the young man.

4. Capitalize all the letters of the word/words.

e.g. How DARE you do such a thing !

“YOU WILL NOT go for that movie”, Mother said with finality.

### B. Revision Exercise

The sentences given below do not contain any punctuation marks or capital letters. Put punctuation marks and capital letters where necessary.

1. an american couple seized by the chinese ten months ago while sailing off hong kong were freed yesterday.

(capitals —5; commas —2; full-stop —1).

2. mr. rehman who was there then stood up and read out the following list of subjects to be studied for the new term english ancient history rather boring to study all over again psychology a fascinating subject philosophy and an additional language french

(capitals —8 ; commas—6 ; full-stops—2; colon —1 ; parentheses—2).

## SPEECH 13

## Revision Exercises

1. Divide the following words into syllables

|               |                 |               |
|---------------|-----------------|---------------|
| desperate     | interminable    | cautious      |
| circumstances | astonishment    | ventured      |
| magnificently | disorganisation | neighbourhood |

2. Mark the stress in each of the following words.

|                |                 |             |
|----------------|-----------------|-------------|
| simultaneously | undaunted       | ballistical |
| colossal       | sandwiched      | calculation |
| profoundly     | disorganisation | alarming    |

3. Stress each of the words in the following sentence in turn. Does the meaning change at all when the stress shifts?

Indian summers are hot.

## WRITTEN WORK 13 : PARAGRAPH-WRITING

## Revision and a Check-list

## Exercise 1

Given below are a few clues about the 'Scientific Method'. Write a paragraph on it.

Scientist ——— eager for solutions to problems ——— observes carefully ——— writes down observation ——— studies it

— forms a 'theory' (called 'hypothesis')—goes about finding proofs— if no proof, reformulates the hypothesis— again —

After you have written a paragraph, you should look critically at it and revise it. For this purpose let us recall the qualities of a good paragraph that we have discussed so far. They are enumerated below in the form of a series of questions. When you revise a paragraph ask yourself each of the questions and make sure the answer is 'YES' in every case.

#### The Check-list

1. Has my paragraph been indented ?
2. Has it got unity ?  
(Does it deal with *only* one main idea ?)
3. Has my paragraph a topic sentence ? (It needn't always have one !) If it does—
  - (i) Does it summarise the main idea ?
  - (ii) Is it placed in the most effective position ?
4. Have I developed my paragraph appropriately ?
5. Have I given adequate information/details ?
6. Are all the sentences relevant ?
7. Are the sentences arranged in a logical order ?
8. Has my paragraph got coherence ?  
(Have I used adequate transition devices !)
9. Is my final sentence effective ?
  - (i) Does it give a sense of completion ?      OR
  - (ii) Does it lead the reader on to the next paragraph ?

***Exercise 2***

Now, look at the paragraph you wrote in Exercise 1. Ask the questions in the check-list above ? Are all the answers 'YES' ? If they are not, try and revise the paragraph.

***Exercise 3***

Have you ever witnessed a hastily (and hence inefficiently) organised group game (football, badminton, kabaddi, basketball, etc.) in your school or outside ? If you haven't, you can imagine one ! The match was between, let us say, Teachers and Students, Above 50's and Below 50's on Staff, or two teams of Old Age Pensioners. Write a paragraph giving a humorous account of some of the funny moments of the match.

**OR**

Have you ever been forced to take part in a game you have never played before (because they wanted just one person to make up the team) ? If you haven't, just imagine you have ! Did you enjoy the experience ? Did you spoil the game ? What mistakes did you make ? How did the onlookers react ? What did the captain tell you when the match was over ? Suppose your team won and you were given a prize. How did you feel ? Write in a paragraph an account of your experience.